DOCUMENT RESUME

ED 176 060 CE 022 137

TITLE	Research for Women: Sex Stereotyping, Non-Traditional Jobs, and Vocational Training. Final Report.
INSTITUTION	California State Univ., Sacramento. Inst. for Human Service Management.
SPONS AGENCY	California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE	79
NOTE	207p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Employee Attitudes; Employer Attitudes; Employment; Employment Level; Equal Education; *Equal Opportunities (Jobs); *Females; Military Personnel; Nontraditional Occupations; Occupational Surveys; Sex Discrimination; Sex Fairness; Sex Role; *Sex Stereotypes; Skilled Labor; Skilled Occupations; *Skilled Workers; *Social Attitudes; Trade and Industrial Education; Training; Unemployed; Utilities; Womens Education; *Working Women
IDENTIFIERS	California

ABSTRACT

To determine the feasibility of developing skills training programs for women interested in skilled labor employment, a year-long study examined the problems surrounding the influx of women into skilled labor occupations and the elements which define success in gaining employment. The study was conducted in two phases: an exploratory phase and a descriptive phase. The exploratory phase consisted of a literature review and thirty interviews with employers, union officials, women in skilled labor, and directors of community organizations. This resulted in the development of four questionnaires: for employers, male workers in skilled labor, unemployed women, and working women. These groups were split according to specific sectors: public, private, utilities, military, unemployed women, and employers. In phase 2 the questionnaires were administered to 489 men and women within these sectors. Findings included the following: (1) younger male workers seem to be less traditional in their stated attitudes regarding women, (2) non-working women indicated that the most important reasons for desiring non-traditional work are money and the challenge, (3) two-thirds of the employers believe women are capable of learning most skilled labor jobs, and (4) the working women population has received little, is any, vocational training. (Questionnaires and codebooks are appended.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

California State University, Sacramento

INSTITUTE FOR HUMAN SERVICE MANAGEMENT 916/448-3971

1401 - 21st STREET • SUITE 300 • SACRAMENTO, CA 95814

ED176060

RESEARCH FOR WOMEN:
SEX STEREOTYPING, NON-TRADITIONAL JOBS, AND VOCATIONAL TRAINING

CALIFORNIA STATE DEPARTMENT OF EDUCATION

VOCATIONAL EDUCATION SUBPART 3 PROJECT

NO. 34-30619-3-8-714

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Sylvia Navari

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Project Director, Jesse F. McClure, Ph.D.
Project Manager, Sylvia Navari, M.S.W.

FINAL REPORT

Foundation of California State University, Sacramento

CE022137

PREFACE

The Institute for Human Service Management (IHSM) has conducted a year long study to determine the feasibility of developing skills training programs for women interested in skilled labor employment. This study was conducted under a grant from the California State Department of Education -- Public Law 94-482, Subpart 3, Contract #8105.

The points of view and opinions expressed herein do not necessarily represent official State Department of Education positions or policies. The conclusions and recommendations set forth as a result of this study are those of the project Staff:

Project Director,
Jesse F. McClure, Ph.D.

Project Manager,
Sylvia Navari, M.S.W.

Research Associate,
Charles Syms, M.S.W.

Research Assistants,
Jack Fantini
Linda Lechty
Jeannie Whelan
Marilyn Wade

The results of this study would not have been produced without IHSM's editorial support staff: Lou Foley, Sylvia Cheng, and Sharon Terry.

© 1979 Institute for Human Service Management

TABLE OF CONTENTS

	Page
Introduction	i
Executive Summary	iii
Section 1: Research Methodology	1-1
1.1 Questionnaire Development	1-1
1.2 Sample Population	1-1
1.3 Collection of Primary Data	1-5
1.4 Data Analysis	1-6
1.5 Limitations of the Study	1-8
Section 2: Interpretation of Data	2-1
2.1 Historical Perspective	2-1
2.2 Economic Trends	2-9
2.3 Technical Discussion	2-16
2.3.1 Socio-Demographic Profiles	2-16
2.3.2 Discussion of Quantitative Data	2-23
2.3.3 Discussion of Qualitative Data	2-48
Section 3: Conclusions and Recommendations	3-1
Appendix	
Glossary of Terms	
Bibliography	
I. Male Questionnaire and Codebook	
II. Employer Questionnaire and Codebook	
III. Working Women Questionnaire and Codebook	
IV. Non-Working Women Questionnaire and Codebook	

INTRODUCTION

An increasing number of women have challenged the cultural and economic forces that have seemingly shaped their lives and life-styles, and produced differential expectations for the sexes. Since the 1960s, women as a group have accelerated the movement towards equal rights and equal status begun in 1848. Whether this increased momentum was due to a conscious effort on the part of women or was a symptom of the times, is still debatable. What is not debatable is the fact that women, in greater numbers than ever before, are seeking entrance to occupations tradtionally held by men.

The study set forth herein is an attempt to determine the problems and issues surrounding the influx of women not only into the labor market, but specifically into skilled labor occupations. While the initial proposal was developed in an effort to determine the appropriateness of both federal and state expenditure goals -- relative to government intervention on behalf of women seeking entrance into skilled labor occupations -- the project staff broadened the scope of the study to include an assessment of those elements which neccessarily define one's success in gaining employment.

One's success in gaining employment is a function of three elements which form what is referred to in the text as "the triangle of employment." Those elements are the **Job**, the **Self**, and the **Others.** The chances of one gaining employment are slim if the requirements of each of these elements are not satisfied simultaneously. The **Job** requirements include such characteristics as hours, working conditions, skill level and type of job. The **Self** requirements are those set forth

by the individual seeking employment: salary expectations, type of work desired, hours and working conditions desired, personal ambitions, and ability and skills. The **Other** requirements are those set forth by the employer, co-workers and significant others -- family, relatives, or friends. Is the personality of the employer or the potential coworker amenable? Does the employer like the job seeker -- is the job seeker trustworthy and does he or she have the skills required to do the job. The requirements of the significant others normally include their demands upon, and expectations of, the job seeker.

While the job is a static element which must exist with specific requirements prior to an individual seeking the job, there remain six possible combinations of requirements which must be satisfied before one gains employment: 1) Does the employer like the individual? 2)Does the employer think the individual has the skills required to do the job? 3) Do the significant others support the job seeker's efforts to gain the job? 4) Does the job seeker like the employer and potential coworkers? 5) Does the job seeker like the job and its related characteristics? and 6) Does the job seeker think he or she has the skills and ability required to do the job.

The triangle of employment has been the basis upon which this study has been conducted. Women in skilled labor -- their success or failure -- are dependent upon all sides of the triangle.

Thus, the study, in concert with this conceptualization, attempts to bring forth the problems and issues of each side as it relates to women in skilled labor occupations.

EXECUTIVE SUMMARY

Training programs alone will not significantly increase the number of women in skilled labor occupations. In fact, the majority of women now in skilled labor reported receiving little, if any, relevant training prior to employment. The primary obstacle confronting women desiring skilled labor employment is attitude--both their own and the attitudes of employers, potential co-workers, training program instructors, and others.

While training programs are useful, quality training programs are few, and these quality programs exist predominantly in the private sector -- sponsored either by unions or private employers. Private sector training programs spend up to 10 times more per trainee than the average CETA program; and, more importantly, have ready access to real jobs and the knowledge and resources necessary to provide quality training. Government training programs (CETA, WIN, etc.) have not had a significant impact upon the number of women entering skilled labor. Nor have school counselors, or vocational education courses contributed significantly to an increase in the number of women in skilled labor. The problems experienced by government sponsored vocational education training programs would be partially remedied if each were **to obtain private sector commitment to assist in curriculum development and job placement.**

Since attitude, motivation, and desire on the part of both men and women are significant factors relative to women gaining entrance into skilled labor, it seems apparent the secondary schools, which do indeed have an impact upon the value orientation of individuals, could play an important role in women's efforts to enter

skilled labor occupations. Henceforth, if secondary schools were to implement the following two recommendations, not only would attitudes change, but the need for government sponsored skills training programs, post high school, would decrease.

1) **Require all junior high or high school students to take at least one skilled craft vocational education course and**
2) **upgrade the quality of vocational education so that the majority of students, having completed high school vocational courses, are at least job ready, if not career ready.**

Only when secondary schools take an active role in training women in skilled labor will the attitudinal obstacles presently confronting women in non-traditional occupations decrease.

The triangle of employment (requirements for gaining employment = The Job + The Self + The Others) relative to women in skilled labor is a pyramidal structure that is not yet stable. While women purport that "**the others**" are not important in their decision to accept a job, the burden of work combined with family responsibilities (one element of "The Others") has not been resolved. Furthermore, even though a significant number of non-working women state a desire for non-traditional occupations, the issue of physical capability is pertinent to some, not all, skilled labor occupations. Women seem to receive less harassment, and are less hostile towards men, on non-traditional jobs requiring hand/eye coordination as opposed to jobs requiring physical strength. Men, as well, seem to have positive attitudes towards women in skilled labor occupations wherein physical strength is not pertinent to the job.

In addition, government intervention on behalf of women, through the use of federal goals and timetables, creates problems. Government intervention in the private sector via rules and regulations, no matter what the issue, causes hostility

and undue backlashes. Affirmative action programs are a case in point. White females, as evidenced in this study, perceive their own race as an obstacle to employment, even though the number of ethnic minority women in skilled labor is minimal. Federal goals and timetables will inevitably experience the same problems inherent in affirmative action programs. In an attempt to minimize such problems government should develop and implement enforceable rules and regulations, distributing the burdens of same equally between both the public and private sectors. The burden of training would be divided and potential apprentices would be better able to perform the work required of them, **if schools were to develop articulation agreements between apprenticeship programs and secondary vocational education departments** so that courses taken in high school can be credited toward the educational requirements of apprentices Furthermore, if some vocational education was inextricably tied to apprenticeship training, the status of vocational education might improve. Vocational education, as a curriculum, continues to carry a low status--particularly in relation to a college curriculum, and that status is promulgated in the schools. All schools must attempt to raise the status of vocational education to a level equal to that ascribed to a college education in an additional effort to change the value orientation of society.

RESEARCH FOR WOMEN:
SEX STEREOTYPING, NON-TRADITIONAL JOBS, AND VOCATIONAL TRAINING

SECTION I

RESEARCH METHODOLOGY

1.0 General Approach

The study was conducted in two phases: an exploratory phase and a descriptive phase. Initially, during the exploratory phase, staff reviewed the literature and contacted existing local community groups for purposes of gathering general information. This general information provided a basis for development of the questionnaires utilized in phase II. The second phase consisted of more systematized research methodology, which resulted in the findings of this study.

1.1 Questionnaire Development

The exploratory phase of the study was conducted in the Sacramento area from July 1 to September 30, 1978. In addition to the literature review, staff utilized both random sampling and snowball sampling techniques to interview employers, union officials, women in skilled labor, and directors of community organizations -- particularly those involved in training and/or information and referral programs for women. These interviews were primarily discussion sessions, even though general questions were asked of the interviewees.

The employer and union organizations interviewed were randomly selected by industrial classification from the Sacramento telephone book. Women in skilled labor, and those in social service organizations were selected for interviewing on

the basis of their organizational involvement with, or knowledge of, women in non-traditional jobs. While some organizations and their personnel were well known to IHSM staff, many other interviewees were obtained by referral from people with whom we came in contact. Most of the women in skilled labor interviewed during the exploratory phase were selected from these informal referrals. IHSM also requested and received public service radio spots for purposes of finding and interviewing unemployed women. The radio spots were broadcast over KWOD, KXOA-fm, KROY, KCTC, and KPIP-KPOP. Throughout this interview process, staff compiled an ongoing list of women performing skilled labor. This list was ultimately utilized during the second phase of the research.

During the exploratory phase staff interviewed approximately thirty persons. Each interview lasted an average of two hours. The exploratory interviews and literature search resulted in the development of four questionnaires, one each for employers (primarily Joint Apprenticeship Committees, hereinafter referred to as JACs, and personnel officers), male workers in skilled labor, women not currently employed, and women workers in both traditional and skilled labor occupations. While some questions were common to all four groups, each questionnaire also contained unique questions specifically tailored to the respondent population. In addition, the total sample population was split according to specific sectors: 1) public, 2) private, 3) utilities, 4) military, and 5) women not currently employed and 6) employer/JACs. These divisions were made as a result of the information gathered during the initial interviews.

1.2 Sample Population- Phase II

The sample population (exclusive of the exploratory phase) contains 489 men and women. The populations comprising the sample were split as follows: 50 employers, 97 working males, 58 women not currently employed, and 284 working women.

Exclusive of those individuals not currently employed, the sample population was comprised of persons who were connected with skilled crafts as employers, employees, union officials, or as members of JAC. There was also a small sample of women working in traditional jobs, within the total working women population.

The sample population was selected in November, 1978. Various sampling techniques were used and each is described below, by category. Research staff divided the sample population into six groups. Four of these groups, the private sector, the public sector, utility companies, and the military were each provided with two questionnaires, one for female respondents and one for male respondents. Women who were not currently employed were a fifth group to whom a questionnaire was issued. Finally, the sixth group, employer/JAC, was issued a questionnaire, designed specifically for employer and apprenticeship related personnel.

The Private Sector

Both men and women in this sector were selected via several methods. A random sample of employers throughout Northern California yielded sources of both men and some women working in skilled labor. This method did not provide a sufficient number of women in skilled labor. Thus, a second method was utilized--all women whose names or places of employment were provided to us by apprenticeship or pre-apprenticeship programs were interviewed. Finally, a third method, was employed -- following up on word of mouth references. This method proved to be the most effective way of finding women in skilled labor. The listing of women garnered by staff during the exploratory phase of this study was critical to success. These women not only participated in the interview process, but referred us to other women for interviewing purposes. These women, in turn, provided us other women, and so on.

The Public Sector

IHSM staff obtained permission from several state agencies and local governments to interview their personnel. The state agencies were selected and contacted on the basis of research staff's belief that each would employ men and women in non-traditional jobs. Staff contacted the women's coordinator of each of these agencies for purposes of sampling. The coordinators, generally, made all the necessary arrangements and contacts within the agency and issued the questionnaires to appropriate personnel.

The Utilities

Research staff made contact with all the large utilities in Northern California and many of the smaller ones. Only two municipal utility districts and one small telephone company consented to help with the research. Each company's employment office distributed questionnaires to both male and female employees in skilled occupations.

The Military

Research staff requested permission of three military services, to interview both male and female personnel. Of those three, only one granted permission. That accomplished, the military staff and IHSM staff randomly selected and administered the questionnaires to males and females from those units which contained skilled labor occupations.

Non-Working Women

Research staff received assistance from the Federal WIN office, for purposes of administering a questionnaire to women not currently employed. Interviews were subsequently conducted with randomly selected public assistance recipients. In addition, several displaced homemaker and CETA programs cooperated with us, and staff administered questionnaires to selected participants from these sources.

Employer/JACS

From telephone books, the IHSM staff compiled a list of employers for areas in the study zone. Staff then contacted this population, both by letter and telephone, for purposes of administering the employer questionnaire. Unfortunately, only a handful of employers would participate. However, with the assistance of the Division of Apprenticeship Standards, the research staff was able to administer questionnaires to eighteen JACs throughout northern California.

1.3 Collection of Primary Data

Data was collected through the use of four separate questionnaires (contained in Volume II). The data collection process took four months--from the selection of the sample population to the completion of the last questionnaire. The subject of women in skilled labor was provocative and, at times, incendiary, to many employers in both the public and private sectors. More time was consumed discussing the intended use of the research and the reasons why personal income information was needed than was actually spent in answering the questionnaire.

The questionnaire was designed to result in data that would provide information regarding attitudes, problems, socio-economic characteristics, and skill attainment characteristics of the various respondents. For example, questions included were: Where did you learn the skill required to perform your occupation? What characteristics are necessary to learn a specific trade? It was determined by research staff that this type of information would provide a basis upon which one might answer the how, what, why, when, where, and who questions regarding the feasibility and appropriateness of developing training programs for women in skilled labor occupations. The questionnaire was not designed to elicit specific information about different types of training programs.

This type of design seemed to precipitate a defensive attitude in many employer respondents. Since the questions were not specifically related to training, people questioned the purpose of the survey. However, once the design was explained, the respondents were less hesitant about participating, but it was clear to research staff that the subject matter was a delicate topic. Many respondents provided voluntary written comments in the space provided at the end of the questionnaire, and others verbalized their opinions to project staff. These comments are discussed in section 2.2.3 of this document.

In addition to the questionnaire, research staff contacted various training programs for purposes of interviewing both their personnel and participants. Some of the programs were sponsored by unions and others were quasi-public skill training programs. On the whole, these people were cooperative and informative. The results of these interviews are also discussed in section 2.2.3 of this report.

1.4 Data Analysis

Prior to conducting any data analysis, the raw data was subject to lengthy debugging efforts by staff in order to insure that it was clean--that it had been coded and loaded into the computer properly (the raw data may be found in Volume II, along with appropriate code books).

The raw data was compiled by group: employers, non-working women, males, and working women. Each group of data was analyzed separately utilizing measures of central tendency, contingency tables, and measures of association. Once this was completed a master file of all data was created. This was accomplished by recoding all variables, so that the same variable on each questionnaire corresponded with the appropriate variable in the master file.

The first step in the data analysis, process provided measures of central tendency. These statistics were utilized to describe the socio-demographic profile of each group. Contingency tables were also utilized in this initial phase of analysis to identify possible relationships between variables by group. The following sets of variables (posed in the form of questions) were initially assessed regarding possible associations:

1. EMPLOYERS
   a. Was there any relationship between the occupations into which an employer stated he was most likely to hire a female and the occupations actually utilized by that same employer in his organization?
   b. Was there a difference in an employer's opinion as to whether or not a female could learn a trade vs. whether or not she could perform a trade?
   c. Was there a relationship between socio-demographic characteristics of employers and their attitudes towards women?

2. NON-WORKING WOMEN
   a. Was there a relationship between socio-demographic characteristics and whether or not a woman desired work in a skilled labor occupation?
   b. Was there a relationship between the geographic location in which a woman spent her childhood and the desirability of working in a non-traditional job.
   c. Was there a relationship between the type of work one's parents did and the type of work a woman preferred?

3. MALE
   a. Was there a relationship between socio-demographic characteristics and a man's attitude toward women?
   b. Was there a relationship between socio-demographic characteristics and the elements which influenced a man to work in skilled labor?

4. WORKING WOMEN

a. Was there a relationship between the occupation women are in and the types of training they received.

b. Was there a relationship between socio-demographic characteristics or present occupation and the reasons a woman would consider changing jobs?

c. Was there a relationship between particular elements influencing a woman to work in her present occupation and the socio-demographic characteristics?

While the initial data analysis phase focused on the above questions and variables, it provided additional insights into the problems and issues of those involved in skilled labor. It also provided a basis from which some generalizations about each group may be made.

The second phase of this process involved a comparative analyses between sections and population groups.

1.5 Limitations of the Study

The sample has limitations in that the IHSM staff was not able to locate a centralized listing of women employed in skilled labor occupations by county, by employer. Without such a listing, random sampling was impossible. Thus, word of mouth was our main source of interviewee leads. For this reason, we administered questionnaires to as many women in skilled labor as we could find, in order to offset the possible sampling error.

It is apparent that the study findings do not accurately reflect an ethnic minority female perspective. The small number of minority women participating in the sample is not necessarily representative of the minority female population in

northern California: only 14.6% of the working women sample population were of ethnic minority extraction, and of these women 30.7% were in the military. The Department of Industrial Relations (DIR) purports that 24.5% of all women apprentices in California are ethnic minorities, but our sample population does not reflect this percentage. One might argue that all ethnic minority women apprentices reside in Southern California, but the probability of this occurring is small, since 46% of all women apprenctices reside in northern California. The IHSM staff on several occasions requested a breakdown of ethnic minority women apprentices by county, from both DIR and the Department of Apprenticeship standards, but such a breakdown was not made available to us. Consequently, we were not able to locate minority women apprentices in any appreciable numbers.

Another possible limitation concerns the agree/disagree questions. These questions were pretested to determine whether or not each actually reflected a traditional or non-traditional view of male/female role concepts. The traditional role concepts were defined as a female being wife, mother, housekeeper, non-working, and needing protection; and male being the breadwinner, protective, and strong. The pretest results showed the agree/disagree questions to be a valid measurement of traditional or non-traditional attitudes of respondents. However, it may be--as is the case with most social research--that respondents answered the questions as each thought they should be answered, rather than voicing personal opinions. The data does not necessarily suggest that this occurred, yet it is always a possibility.

SECTION 2

INTERPRETATION OF DATA

2.0 Overview

The material provided herein is a discussion of the extant literature on women in the labor force, and a view of economic trends, 1980-1985, both nationally and in Northern California. Both the review of the literature and economic trends provided the backdrop against which this study was undertaken. The information extrapolated from the literature is discussed in the context of an historical perspective. Some of the information will be refuted while other portions of the literature will indeed be supported. A review of the economic trends in skilled labor is offered primarily for the reader's edification, against which he or she might set the results of this study.

2.1 Historical Perspective

Documentation of woman's role in American society reveals only constant debate and change. The status of women has been the topic of many conversations. Who women are, what their place is in society, and what their role should be, have been the subjects of discussions, arguments, witch hunts, and hangings, long prior to the advent of any present day reader. Though the underlying role of woman has long been that of wife and mother, she has slipped in and out of roles as she has pleased or as circumstances have required. While American society has become more civil in its treatment of women, the debate continues.

Women "manned" the first large-scale industry in the United States in the early eighteen hundreds. Why? Perhaps because women were better at weaving and spinning than were men, or because even in the early eighteen hundreds, cheap labor was advantageous. But, more importantly, the first large scale industry in the United States discovered that the skill of a woman "could be put to 'PROFITABLE' use". (Flexner, E., Century of Struggle, p.24, 1974.) In the middle of the 19th century, as women fought for and acquired the right to be educated, they slowly entered male dominated public educational institutions, both as students and teachers. None of these changes took place without pain. Female pioneers experienced the same hardships suffered by all pioneers. The verbal abuse and psychological warfare which occurred during the eighteen hundreds was no different than the abuse which occurs today. Only the perspective is different, and perhaps the women of yesteryear were tougher and more adept at showing their indomitable nature than the women of today: the demands made upon human beings by a frontier economy "established a rough egalitarianism which challenged other long-established concepts of propriety." (Flexner, E., p.9) It is this rough egalitarianism which women seek today, but their environmental circumstances are very different.

The economic growth of this country changes the ways in which Americans live. While the basic role and status of men has been fairly stable throughout the standard of living changes, the role of women has continuously undergone permutation. It has been, and still is, inextricably tied to the United States economy and the value orientation of the majority of Americans, inclusive of women.

Probably the most dramatic and noticeable change occurred between 1800 and 1850. During this time, the role of women in this country shifted from primarily that of wife and mother, to that of wife, mother, volunteer, and wage earner.

Those survival-oriented functions which a woman performed within the home moved outside the home, lessening her importance within the home and her contribution to the survival of the family. Herein lies a fundamental problem: If the individual functions of women are not necessary in order to survive, then of what use are women? This question is just as appropriate when asked of 1970 women as it was when asked of women in 1870. Women must have some usefulness which is acceptable to the individual woman, or there is no reason for her existence.

In the rapidly growing economy of the 19th and early 20th centuries, the supply/demand relationship of economics forced women and children to work outside of the home. During the 1800's, some women worked by choice, others worked from need, but, without exception, all people who wanted to, could work because of the increasing demand for labor. Additionally, the exodus westward created labor shortages in the east. Had not thousands of people moved west, there would have been high unemployment in the east, and the role of women would not have changed significantly. This assumption is viable since it has been documented that in times of high unemployment, women leave the labor force, and in times of high demand for labor, women enter the labor force. (Oppenheimer, V.K., The Female Labor Force in the United States., Univ. of California, Berkeley, 1970.)

As the role of women in the 1800s began to change, as the rough egalitarianism ideal became obscured in the movment towards economic progress, the issues of equal rights and equal status for women came into public view. In 1818 Hannah Crocker wrote--

> "We shall consider women restored to her original right and dignity at the commencement of the Christian dispensation; although there must be allowed some moral and physical distinction of the sexes agreeably to the order of nature, still the sentiment must predominate that the powers of the mind are equal in the sexes...There can be no doubt but there is as much difference in powers of each individual of the male sex as there is of the female; and if they received the same mode of education, their improvement would be fully equal." (Flexner op. cit p.25)

The first Women's Rights Convention in Seneca Falls was both a point of culmination and initiation. It was a culminating point because fifty years of prior pronouncements of the usurpation of the status of women had finally been organized into a movement. It was a beginning point because the organizers and their followers took only two years to achieve national prominence. Seneca Falls was the end of a beginning and the beginning of something which has yet to end, if ever.

1848 was a momentous year: the first Women's Rights Covention occurred, Marshall found gold in Sutter's Creek, and hand-weaving at home for survival purposes was practically extinct. The Industrial Revolution stepped up its pace, thus promoting the industrial expansion of the United States. The Industrial Revolution perpetuated itself -- more mechanization provided more wealth, which provided more opportunity to exploit the natural resources of this country. After 1850, the following sequence of events occurred, which ultimately created the modern America and the plight of women: iron ore fields opened up in northern Michigan (1850); oil was found in Pennsylvania (1859); copper fields opened in Montana and Arizona (1880); silver mines opened in Colorado, Nevada, and Montana (1860s); Portland cement entered the economy (1870s); the electrolytic process created aluminum (1867); Western Union organized (1856); transcontinental wire

communication was established (1866); and A.G. Bell gave us the telephone (1876). A minimum of 676,000 patents were granted between 1860 and 1900 for inventions which displaced the artisans who painstakingly built our equipment and tools by hand,and mass production of machines and goods became the American way. (Nevins, A. and Commager, H.S., A Pocket History of the United States, p.257).

The Industrial Revolution, post 1850, provided women the opportunity to "man" the new machines of the age. During the last 30 years of the 19th century, the participation rate of women in industry increased from 12½ percent to 20 percent. During this same period, (and on into the 20th century), 20 million immigrants came to this country, many of whom were women, many of whom went to work in American factories for meagre wages. The demand for labor seemed insatiable, but the supply seemed infinite--and the opportunity for exploitation and sexual discrimination was not only provided, but acted upon.

Women's participation in the civilian labor force steadily increased from 1900 to 1945. However, occupations open to women were few and were restricted by tradition. Women were mainly employed as service workers, factory workers, nurses, teachers, and social service workers. Even the jobs of "manning" machines became less available to women: the artisan men who had been displaced by the Industrial Revolution, displaced the women who occupied those jobs. The American labor market was rapidly changing. The economic base and the sociological impact of the modern corporate society was firmly taking hold as evidenced by the following remarks of Theodore Roosevelt:

> "...The old familiar relations between employer and employee were passing. A few generations before, the boss had known every man in his shop;...he inquired after their wives and babies; he swapped jokes...In the small establishment there had been a friendly human relationship between employer and employee.
>
> There was no such relationship between the great railway magnates who controlled the anthracite industries, and the one hundred and fifty thousand men who worked in their mines, or the half million women and children who were dependent upon these miners for their daily bread. (Nevins and Commanger, op. cit p.280)"

The early 1900's saw the demise of the survival functions of women as American standards of living rose. Male dominated unions were organized, child labor laws were enacted, and, in 1908, legislation protecting the function of motherhood (Oregon vs. Muller) and limiting the number of hours women could work was firmly set in the law books. In the 1900s, women were faced with what the 1970s generation calls over-education. By 1900, more than 1/3 of all students in universities were women, but few avenues existed in which each might utilize her education. While a miniscule number of women did indeed enter the taboo professions in the early 1900s, the educated majority did not enter what we today call non-traditional occupations. As more and more women became educated, more and more women became frustrated and, finally, as that occurred, more and more women joined the Women's Rights Movement in order to implement and channel the change to which they had been subjected for a century.

While the women's rights movement began in the east, the right to vote was gained first by women in the west. Women were allowed to vote in the Wyoming election of 1870. By the time national women's suffrage had become a political issue, the east was already esconced in "modern America", and the South was reeling from reconstruction, and the era of the "Southern Belle" was firmly established. The movement westward, however, had maintained the indispensibility of women. Without an independent, self-sufficient woman, few families could have survived the frontier life. Thus, while women in the east and south had been relegated to unimportance, women in the west maintained their equality with men, and this was recognized by both sexes. By 1918, eleven states, only one of which was east of the Mississippi, had approved full suffrage for women. While today, women across the United States have taken up the banner against sexual discrimination, there exists a political division between east and west which affects women's issues in much the same manner as the movement westward did in the 19th and 20th centuries.

The forty plus years between the passage of the 19th amendment and the publication of Betty Friedan's, The Feminine Mystique, were years of patriotism and the "American Way". While the face of America may have changed with the New Deal legislation, the lifestyle still integrated "progress is our most important product". Wives helped husbands get educations, go to work, and climb ladders to the top of the "American Dream". America was a couples society. Single people were viewed as abnormal. Men who were bachelors were playboys, and women who were single were old maids. Those who did not conform to the great American Dream were ostracized. Given the lifestyle and the standard of living, women were no longer performing survival functions other than bearing and raising children. Progress had finally usurped the role of women; social security numbers had taken the place of names; and corporate society was demanding more and more from its "men", when the explosion of the 1960s rocked the modern world.

It need be said here, that progress did not usurp the role of minority females, particularly black females. Since few minority males were allowed to fully participate in the American Dream, minority females were forced to work. The labor force participation rate of minority females continues to be higher than that of white females, due to the economic plight of minorities in America. Minority women must work to survive and to put bread on the table for their children. In essence, minority women have been forced, as a result of racism, to maintain survival functions--other than child bearing--and consequently have remained economically important within their own culture.

From 1920 to 1960, the majority of white women in America were preoccupied with the American Dream. They allowed their identities to be submerged in the name of progress. The great welfare state and technology displaced the American

Woman -- even the importance of woman as mother becomes questionable with the myriad of day care facilities and baby sitters. The American woman became manufacturing's best friend--the consumer who lives in a throw-away society.

The optimism which followed World War II finally began to fade in the late fifties, setting the stage for the turmoil of the sixties. The majority of Americans rediscovered poverty. The theory that, as declared in fifties, poverty was vanishing, was destroyed by such people as Michael Harrington, Senators Paul Douglas and John Sparkman, social workers, who were pleading for a return to social action, and lastly, President John F. Kennedy, who, in his inaugural address requested that all "Americans bear the burden of a long twilight struggle against the common enemies of man: tyranny, poverty, disease, and war.." (Trattner, W., From Poor Laws to Welfare State, 1979, p.248-249).

However, neither the short lived leadership of the president, nor the rediscovery of poverty caused Americans to revert to the social and moral constraints of earlier years. Americans had gained a standard of living during the postwar years which few would abandon, "nor would the nations blacks - or its women - revert to submissiveness and subordination" (Hacker, A. The End of the American Era, 1970, p.14). The end of the American Era that Hacker so adeptly describes, came about in the 1960's with the advent of the "me generation". The "social and moral controls which served as effective instruments for shaping character and governing behavior" (Hacker, op. cit. p.208) had finally been dissapated. The psychological void created by this lack of social and moral controls suddenly thrust Americans into the realization that all persons were dependent upon themselves -- the existential American was born, and with the birth came a new generation of American women. No longer were there role models or proscribed identities for women --or, for that matter, for men. Most women, some willingly and others

through force of circumstances, forged an identity of their own. While some chose identities in the traditional mode, many created new roles for themselves, removed from the established submissive and subordinate patterns. Those women who chose the latter have found that the institutional changes required to accomodate their new roles are being formulated at a rate far behind the pace set by the social movements of the sixties.

Unless women return to the traditional roles -- which is highly unlikely -- American institutions, and the labor market in particular, will be forced to change. Already, women in the civilian labor force constitute almost 50% of the total female population. Furthermore, statistics from 1940 to 1976, show that in every age bracket, the male rate of employment has decreaed while the female rate of employment has increased. If this trend continues, women will constitute the majority of America's labor force.

What the 1980s will bring is truly unknown. That which is known, however, is that all American women of all ethnic backgrounds will be responsible for their own individual identities and roles as the 1980s become a reality.

2.2 Economic Trends

A review of national employment projections for 1980 - 1985 (Lecht, Leonard, "Changes in Occupational Characteristics: Planning Ahead for the 1980s", The Conference Board of New York) for the occupational categories of Craftsmen and Kindred Works and Operatives shows very moderate growth rates. Overall, the average annual growth rate for Craftsmen and Kindred Worker will remain at 1.7%--the same as it was for the period 1970 - 1980. However, for Operatives, the growth rate will decrease 53.3% from an average annual growth rate of 1.5% in the period 1970 - 1980 to .7% in the period 1980 - 1985.

Within the occupational category of Craftsmen and Kindred workers, the growth rate for only 12 occupations will either increase during 1980 - 1985, or remain the same as it was from 1970 - 1980. These occupations are listed below:

	AVERAGE ANNUAL GROWTH	
	1970 - 1980	1980 - 1985
Aircraft Mechanics & Repairers	2.9%	3.5%
Auto Body Repairers	1.0	1.3
Auto Mechanics	1.5	1.5
Brickmasons & Stonemasons	1.8	2.8
Bulldozer Operators	1.9	4.4
Carpenters	1.3	1.3
Excavating, grading & road machine operators	2.1	3.9
Farm Implement Mechanics & Repairers	.8	.8
Foremen	1.3	1.4
Machinists	1.0	3.0
Painter Apprentices	.6	3.3
Radio & T.V. Repairers	.9	2.2

Within the operative category, no occupation will experience an increase in growth rate between 1980 - 85.

While the growth rate for some skilled labor occupations appears to be a positive reflection of the economy, the growth rate overall for the period 1980 - 1985 will be less than it was during this decade. Thus, job finding will not become easier, and most likely, competition will become more intense.

In addition to the growth rates, skilled labor occupations will experience some fairly high attrition rates. While attrition rates indicate job vacancies, these particular openings, particularly within the trades, tend to be filled from within the social network of the occupation. The growth and attrition rates for relevant occupations are listed below:

Average Annual Job Openings, Nationwide--

1970 - 1985

	Total	Job Openings Due To: Growth	Attrition
Craftsmen and Foremen			
Air-conditioning, heating, and refrigeration mechanics	12,200	9,000	3,200
Auto mechanics	29,000	14,200	14,800
Carpenters	40,100	14,300	25,700
Electricians	23,100	13,300	9,800
Excavating, grading, and road machine operators	15,300	9,300	6,000
Foremen	51,800	20,000	31,800
Heavy equipment mechanics, including diesel	31,100	16,500	14,600
Machinists	15,200	6,900	8,300
Painters, construction and maintenance	14,200	3.000	11,200
Plumbers and pipefitters	18,300	9,700	8,700
Operatives			
Assemblers	44,500	10,400	34,100
Bus drivers	13,800	5,700	8,100
Checkers, examiners and inspectors, manufacturing	35,300	9,300	26,000
Cutting operatives	11,400	3,900	7,500
Delivery and route workers	27,100	12,700	14,400
Sewers and stitchers	64,700	8,100	56,600
Truck drivers	38,000	16,600	21,400
Welders and flame cutters	26,000	15,500	10,500

Cyclical fluctuations in the national economy can affect growth and, to some extent, attrition rates, tremendously. If the national economic slowdown continues throughout the 1980s, the unemployment of nonwhites, teenagers, and women will be most affected. Economic slowdowns always tend to deter those groups with traditionally high unemployment rates from obtaining employment, and would certainly affect those attempting to enter a nontraditional occupational field.

While the nation as a whole may continue to experience a decline in economic growth rate, specific geographic areas may indeed experience an increase in growth rates. Recently, the sun belt states have experienced economic growth, while the eastern United States has experienced a decline. California has experienced a steady growth rate, but its influx of population has caused the maintenance of high unemployment rates. Thus, whether or not one can find and obtain a job is dependent somewhat upon the geographic area in which he or she is looking.

Since this study pertains to northern California, a review of economic trends by county for the period 1980 - 1985 follows(all data described below is from Employment Data and Research, California State EDD):

SANTA ROSA

The construction industry is expected to be stimulated by rising population, and by large expenditures for commerical and industrial facilities during the first half of the 1980s. However, because of the low worker replacement in the area, the number of jobs created in the Crafts and Kindred Workers will be lower than expected. Most job gains in this group will go to the mechanics (i.e., auto and heavy equipment) and to machinists and other manufacturing industry craftsmen.

Positions for operatives, including transportation workers, and both farm and non-farm laborers will all increase slowly during the forecast period.

VALLEJO-FAIRFIELD-NAPA

Because of expected population increases and industrial expansion, some 3000 job gains are expected in occupational category of Craftsmen and Kindred workers. Craftsmen, expecially carpenters, plumbers, and electricians, will account for approximately a third of all new jobs during the forecast period.

In keeping with its general trend, the operative group will increase at a rate that is slower than the total employment. Operatives within the manufacturing industry will account for two-thirds of the 1600 total job opportunities that are expected from 1980 to 1985. The transportation operatives will also experience limited growth, due mainly to low replacement rates.

Both farm and non-farm laborer groups will experience employment expansion. Non-farm workers will realize some 1050 jobs. Gardeners, groundspeople, and stock handlers will experience the largest gains during the forecast period. Farmworkers will gain approximately 500 new jobs during this period.

BUTTE, COLUSA, GLENN, SUTTER, AND YUBA COUNTIES

Craftsmen in this region are expected to post a healthy growth during 1980-1985. New job openings will appear in all major industries, but mainly in construction. Mechanics, repairers, and installers will see their employment opportunities increase by 161 jobs per year. Worker shortages will most likely appear for qualified skilled workers during peak seasons.

Operatives will find employment advancing slowly through 1985. Truck drivers, welders, graders and sorters, and manufacturing personnel will have the greatest number of employment possibilities during the forecast period. As in all other regions, replacement rates for operatives is low.

Non-farm laborers, again, will see a mix in their occupational group. Gardeners, groundskeepers, and stock and material handlers will all experience modest growth, while construction and manufacturing laborers' jobs are expected to decline throughout the forecast period.

Farm workers will find that the modern complexities of agri-business will create some positions for farm managerial and supervisory personnel. However, the farm owners, laborers, and wage workers are likely to lose employment opportunities. And those that do exist will likely be a result of replacement needs only.

HUMBOLDT/DEL NORTE COUNTIES

Due to a decline in the lumber and wood processing industry, craftsmen in this region will witness a slow employment growth: especially log and lumber inspectors, bulldozer operators, and millwrights. On the other hand, because of increasing population and business growth, the construction industry will see some expansion. Those occupations experiencing the highest rate of growth will be carpenters, operating engineers, and plumbers. Auto mechanics will also see a slight increase in employment.

Operatives can expect to see a loss of employment during the forecast period. Most of the reduction will occur as a result of the decline in the wood processing industry. A few jobs will be available because of replacement needs. Truck drivers will find occupational opportunities.

The Non-farm laborers, as the operatives, will suffer employment declines. Again, the declines will be concentrated within the logging industry--freight and material handlers, in particular. However, some jobs will become available: gardening and horticulture and stock handlers in grocery stores. Farm laborers and wage workers will find increasing job opportunities during the first half of the 1980s.

LASSEN, PLUMAS, SHASTA, SISKIYOU, TRINITY, MODOC, TEHAMA COUNTIES

During the forecast period, craftsmen will find their employment opportunities increasing at a rate slower than the average of major occupational categories. Construction and manufacturing will account for the bulk of growth. Construction

craft workers, particularly carpenters and electricians, will be in demand. Job opportunities for automotive and heavy equipment mechanics will also increase. In general, this group will realize some 2500 jobs during the forecast period.

Operatives, most likely, will again be among the slowest growing occupational groups. Here, also, the bulk of operatives are employed in wood processing of some type. During the forecast period, a total of over 1800 jobs will develop--mainly bus and truck drivers, welders, and sawyers.

Again, gardeners and grounds people will see the best job opportunities among the non-farm laborers. However, most other occupations in this group will realize little or no growth. Farmers and farm workers can expect a decline in the numbers of jobs. There will be a shift from focus upon unskilled laborers to managerial and skilled workers.

SAN FRANCISCO-OAKLAND/SACRAMENTO, SMSA*

Specific employment data for the forecast period is yet unpublished for these regions. However, based on the previous five years, moderate employment growth should continue, but job competition will be extremely heavy. These areas are the population centers of northern California. Thus, the number of job applications per job within the occupational categories of craftsmen and kindred workers, and operatives, is extremely high compared to the rest of northern California.

* Standard Metropolitan Statistics Area

2.2.1 Summary

Overall, the occupational forecast for craftsmen and operatives in northern California is fairly positive. If newcomers are willing to relocate in the less populated areas, their chances of employment should increase. This is not to say that an over-abundance of jobs will exist in these areas, but qualified personnel will have less competition. Women in skilled labor who choose to relocate outside of heavily populated urban areas will find a mixture of opportunities awaiting them.

2.3 Technical Discussion

Delineated herein a discussion of both the quantitative and qualitative data. Socio-demographic profiles of the total sample population as well as each group of respondents: working women, working males, non-working women, and employers is initially provided for the reader.

2.3.1. Socio-Demographic Profiles

*Non-Responses Are Not Included in Any Percentage Listings

The sample population as a whole was comprised of 139 males and 349 females for a total of 489 people (one persons gender not declared). The population was split into the following sections:

. Private (Male and Female Workers)	122
. Utilities (Male and Female Workers)	32
. Non-Working Women	58
. Military (Male and Female Workers)	84
. Public (Male and Female Workers)	98
. Joint Apprenticeship Committees	43
. Private Employers (Personnel Officers)	7
. Women in Traditional Jobs	45

The racial make-up of the sample was as follows:

White	78.4%
Black	5.5%
Asian	2.5%
Hispanic	5.9%
Native American	2.5%
Other	1.4%

The educational levels of the population were as follows:

College Graduate or Post Graduate	16.9%
One to Four Years of College	37.1%
High School Graduate, GED or less	43.6%

The Age of the population was spread as follows:

16 - 20 years old	8.6%
21 - 25 years old	24.2%
26 - 30 years old	22.6%
31-35 years old	14.6%
36 - 40 years old	8.2%
41+ years old	18.6%

The yearly income ranged between 0 and $25,000 or more. The income distribution was as follows:

Less than $6,000	20.1%
$6,000 to $8,999	18.7%
$9,000 to $11,999	11.7%
$12,000 to $14,999	10.1%
$15,000 to 20,99$	17.2%
$21,000 plus	6.7%

The present occupations of the sample population were as follows:

Operatives, Craftworkers, laborers	30.7%
Clerical	5.6%
Technicians	5.5%
Professional/Managerial	18.3%
Housewife/Student	18.9%

Overall, the majority of this population is not well educated in terms of numbers of years in school. The modal income is between $6,000 and $9,000 per year and at least 53.5% of the population works directly with or in skilled labor occupations. The predominate age is between 21 and 30 years.

While the above profile is a picture of the total population, the groups which comprise the population seem to have distinct characteristics. A profile of each group--working women, males, non-working women, and employers--is described below.

Working Women

The working women sample population came from various business sectors:

Private Sector	38%
Utilities	7%
Military	19%
Public	20.1%
Women in Traditional Jobs	15.8%

The majority of women were single (48.2%), while 25.4% were married, 19.0% divorced, and 5.5% were either widowed or separated. Thirty-six percent of the

women had children. Of these women, 36% had children under the age of six.

The population ranged in age as follows:

16 - 20	9.9%
21 - 25	32.4%
26 - 30	23.6%
31 - 35	12.3%
36+	19.0%

If one compares age with the business sectors, one will find that the women under 25 years of age are found predominately in the military or public sector, or are in a traditional job. As the age of the women increased, so too did their participation in either the private or utilities sectors until age 45. From the age of 46 and above, the work participation of women shifted back to the military and public sectors or to a traditional job. The educational level of the women, compared to their participation in each of the sectors, is fairly evenly split. The educational levels of this population group are as follows:

Less than High School Graduate	6.0%
High School Graduate	34.9%
1 - 4 Years of College	40.1%
College Graduate or Post Graduate	17.3%

The modal income of this population group was between $6,000 to $8,999 per year. Only 12% made $15,000 per year or more. 27.8% of the women earned between $9,000 and $14,999 per year, while 23.6% earned less than $6,000 per year.

A comparison of income by sector reveals the following: 56.5% of the women in the private sector earned between $6,000 - $14,999 per year, while 44% of their counterparts in the public sector earned the same amount. 68.9% of the women in traditional jobs fell within this same income bracket. A greater percentage of women in the public sector earned less than $6,000 per year than in the private sector, but, also, a greater percentage of women in the public sector earned more

than $15,000 per year than in the private sector. All women in the utilities earned at least $9,000 per year, with their modal income ranging between $15,000 to $17,999 per year. The majority of the women in the military earn less than $9,000 per year.

The racial composition of this population group was as follows:

White	82.0%
Black	3.2%
Hispanic	5.6%
Asian	2.5%
Native-American	2.1%
Pacific-American	.4%
Other	1.8%

Of the total known racial population (267 known) ethnic minority women comprised 14.6%. The participation of known ethnic minority women in each sector occurred as follows:

	Minority Women Representation in Each Sector	Participation Rates of the Minority Population
Private Sector	9.6%	25.6%
Utilities	5.0%	2.5%
Military	22.2%	30.7%
Public	14.3%	20.5%
Traditional Jobs	18.2%	20.5%

Minority women in non-traditional occupations, excluding the military, comprise 10.5% of the total number of women in non-traditional jobs.

Males in Skilled Labor

The total population of men in skilled labor was 97. Their participation in the business sectors was as follows:

Private Sector	14.4%
Utilities	12.4%
Military	30.9%
Public	42.3%

22.7% of these men were single, 60.8% married, 12.4% divorced, and 3% either widowed or separated.

The racial composition of this group was as follows:

White	73.2%
Black	10.3%
Asian	4.1%
Hispanic	6.2%
Native-American	4.1%
Pacific-American	1.0%

The modal age of this group was between 31-35 years of age. Overall, the ages were well distributed:

16-20	11.3%
21-25	16.5%
26-30	19.6%
31-35	22.7%
36-40	10.3%
40+	18.6%

Their educational level was clustered:

Less than High School Graduate	7.2%
High School Graduate	39.2%
1-2 Years of College	28.9%
3-4 Years of College	9.3%
College Graduate or Post Graduate	14.4%

The modal income for this group was $18,000 - $20,999 per year. 19.6% of the men earned less than $9,000, while 7.2% earned between $9,000 - $11,999, 13.4% earned between $12,000 - $14,999, 17.5% earned $15,000 - $17,999, and 8.3% earned $21,000 or more per annum.

The occupational stability of this group is fairly high. The number of years these men have worked in their present occupations is distributed as follows: (note: number of years women worked in their present occupation is significantly different - see working women, variable 020 in Volume II)

1 to 4 years	30.9%
4 to 9	23.7%
10 years or more	37.1%

In addition, the fatners of 52.6% of these men worked either as operatives or craftsmen, while the fathers of 33% worked within the occupational classifications of Professional/Managerial/Technical.

Non-Working Women

The racial makeup of this sample population is as follows:

White	62.1%
Black	12.1%
Hispanic	19.0%
Native-American	5.2%

It is significant to note that there is a substantially higher percentage of unemployed minority women than the percentage of minority women employed in skilled labor occupations: within this total sample, (31.1% unemployed vs. 10% working in non-traditional jobs). 25.9% of this sample is single, 22.4% married, and 34.5% divorced. 56.9% of these women considered themselves head of household.

70.6% of the women have children. Of these women, 37.8% had some children under 6 years old, 16.2% of the women had no children over the age of 6 years, and 45.9% of the women had no children under the age of 6 years.

The age range of these non-working women was distributed as follows:

Less than 26 years	22.4%
26 - 30	31.0%
31 - 35	13.8%
36 - 45	18.9%
46 - 50	3.4%
51 years or more	8.6%

The majority of these women had less than a college education:

Less than High School Graduate	27.6%
High School Graduate	25.9%
1 - 2 Years of College	22.4%
More than 3 years of College	20.7%

The income mode for this group was between 0 - 2,999. Incomes were primarily less than $6,000 per year for 36.2% of the women, and less than $12,000 per year for 15.5% of the respondents. A large percentage of women did not provide income information.

46.6% of these women spent the majority of their childhood in an urban area, while 44.9% of them grew up in either a rural or mountainous area. Only 31% grew up in the western United States - the other 69% were from the east, south, southwest, northwest, midwest and outside the country.

Employers

Fifty employers, primarily members of the JACS completed the questionnaire. This sample was comprised of 44 males and 6 females. 80% of the employers were married, 8% were single, and 6% were divorced. Those with children averaged 2.75 children. Racial composition was predominantly Anglo-American (86%). One-fourth of the respondents were over 55 years old. The remainder were rather evenly distributed between 25 and 55 years of age.

More than one-half of the employers had continued their education beyond high school. Only 6% had not graduated from high school.

To gain further insight, each employer was asked where he had spent the majority of his childhood. About half were urban dwellers, 20% lived on farms, 24% in rural, non-farm areas, and 4% in the mountains. Two-thirds of the employers in the sample grew up in the West, 8% in the Northwest, 12% in the Midwest, and 4% in the East. Only one employer was raised outside the United States.

With respect to income level, 32% of the employers declined to give a response. Twenty percent earned $0 - $17,999 annually, and 48% earned in excess of $18,000 a year, including 15 employers who earned more than $25,000 annually.

Of the 50 employers, only 16 listed the income of spouses. Since many also declined to give their own salaries, it is unclear whether the lack of information about spousal income implies that the spouses are non-working.

Over one-half of the employers had been in their present occupation for more than ten years. Forty-four percent said their fathers had been in skilled craft or trade occupations while only one employer's mother had been. A majority of the employers responded that their mothers did not work and/or kept house.

2.3.2 Discussion of Quantitative Data

The problems and issues surrounding women in, or attempting to enter, skilled labor, will be delineated herein, based on a quantitative data analysis process. It is necessary, however, to reiterate the framework from which this researcher has conducted the analysis. Based on the assumption that employment is a function of 1) the **Job** 2) the **Self**, and 3) **Others**, IHSM staff has attempted to interpret the data in regards to each element.

While little quantitative data relevant to job qualifications and characteristics was gathered --job related information is discussed in both the Economic Trends and the Qualitative Data Analysis sections. Furthermore, it is presumed by this researcher that the reader has some awareness and understanding of the qualifications and characteristics of skilled labor occupations. More importantly, the major focus of the research was upon the **Self** and the **Others:** who are the women in and desiring entrance into, skilled labor, and what are their problems? Who are the **Others** -- the employers, instructors, and potential co-workers in the triangle of employment? What are their problems and attitudes regarding women in skilled labor?

Unless the component parts of the triangle fit together, employment is not attainable. Therefore, it is this author's attempt, throughout the quantitative analysis, to determine which elements on each side are necessary and already exist, and which ones on each side must be changed to allow women to enter the world of skilled labor occupations. Data for each group is interpreted separately, relative to the **Self** and the **Others** as well as in combination with one another.

Working Males

Training

There is little relationship between socio-demographic characteristics and the types of training these men received which were related to their present occupations. The types of training received by approximately 30% of this sample were 1) a college class, 2) high school, and 3) a non-union employer. While the Military was a training ground for 42.3% of the men, 58.5% of these men are presently in the military.

There exists a relationship between "what my father taught me" and the educational level of this population group. Those training situations least utilized were 1) a union training program, 2) government training programs, and 3) adult education.

Decision-Making Elements

Those elements most likely to have influenced a man's decision to work in his present occupation are 1) liking the kind of work, 2) money, and 3) more opportunity. These elements seem to be universal. None are specifically related to any socio-demographic characteristics. Neither the suggestions of a school counselor nor the expectations of others were influential factors in this decision-making process.

Attitudes

The attitudes of male workers relative to traditional/non-traditional role models are varied, but the variance is consistent. There exists a definite relationship between a man's age and whether or not his attitude follows traditional lines. The younger a man, the less traditional his attitude seems to be regarding female role models. Attitudes were also related to education -- the more education a man had, the less traditional was his attitude.

While the attitudes of male workers tend to be consistent and applicable to the general male worker population, there exists some tenuousness regarding 1) whether or not women really must work and 2) the physical capability of women. These two issues continue to be debated by this population group.

Summary

Male workers as a group seem to be fairly uniform in their attitudes toward women. The younger men tend to be less traditional in their stated attitudes regarding women's roles, as do the more educated men. The small amount of formal skills training received by male workers tends to come from high school or a college class. There does not appear to be any difference between the training received and any socio-demographic characteristics.

Factors which influence males to accept a job pertain specifically to the job --the kind of work, money, and more opportunity. While the man must like the kind of work performed; male workers do not place much emphasis on others' expectations or personalities. This is to say, similar to the population of Working Women, the **Job** and the **Self** seem to be the more important sides of the triangle of employment.

Non-Working Women

Training

Only a small portion of these women have been involved in the WIN program (67.2% had not participated in WIN). Of those who had participated, approximately 50% said they were satisfied even though they were unemployed. Sixty-four percent of the sample had not been involved in vocational training or skills development programs other than WIN. Of those women who had utilized training programs other than WIN, adult education classes were most frequently mentioned, followed by community college classes.

Of those women who had received training under WIN, not one had received training in skilled trades. The primary area in which training had been received under WIN, was clerical.

When asked which training programs would be of most interest, the following areas were ranked (listed in order of those most often mentioned by participants)

1. Clerical
2. College Education
3. Nurse's/Teacher's Aide
4. Electrician
5. Retail Sales
6. Carpentry
7. Medical Office Assistant
8. Food Service
9. Landscaping
10. Bank Teller
11. Dental Hygienist
12. Cosmetology
13. Welding
14. Logging
15. Plumbing

Of this group of women, 25.9% have never received any vocational counseling, while 36% had received some counseling. Of those who responded affirmatively, 23.8% received counseling from school personnel, 23.8% from WIN personnel, 33.3% from employment programs, and 19% from family or friends.

Decision-Making Elements

When provided a description of both traditional (clerical) and non-traditional (construction) work, 48.3% of the women chose non-traditional work, 36.2% chose the traditional work, and 15.5% did not respond. It seems that the overriding factors in the decision to work in a non-traditional job are both the money and the challenge. Another influencing factor was whether or not women liked working with their hands.

For those women not interested in working in non-traditional jobs, the most important factor cited in reaching that decision was "the work was too heavy". This factor was followed by "the work is too hard" and "the work is too dirty".

Those elements which would influence this group of women in their decision to accept a job were not totally unlike the working women. The type of job was the most important influencing factor, followed by entry level pay then work hours. Unlike working women, self-confidence was not a concern of these women. Other secondary factors for this group were the conditions of work, more opportunity, the personality of co-workers, and one's own skill level. Similar to working women, neither the sex of co-workers nor what others would think or expect were important decision-making factors. No relationship existed between socio-demographic characteristics and the ranking of these decision-making elements.

Attitudes

While no specific questions concerning traditional or non-traditional roles were asked of this group of women, questions which differentiated between traditional and non-traditional occupational tasks were included. An initial hypothesis of this research staff was proven incorrect when data revealed that there was no particular relationship between the geographical area in which a respondent spent

her childhood and her occupational preference. Nor was there a relationship between occupational preferences and the occupation of one's mother or father. However, four out of six occupational preference questions indicated women would prefer the non-traditional occupation over its traditional counterpart (install phones vs. answer them).

Problems

The problems cited which require remedy prior to the unemployed women respondents entering the labor force are as varied as the individuals themsleves. However, 30% or more of these women indicated four problem areas as deterrents to working. "Cannot find a job I really like" is seemingly the problem of the most number of women. Along with this identified problem are "lack of a saleable skill", "transportation problems", and the "need to make more than $4.00 per hour."

There was not sufficient data to determine what problems exist which deter women from looking for work. However, the data collected, regarding where and how these women look for work, indicates a definite absence of job seeking skills or resources. 48.3% of these women looked for work through use of the newspaper while less than 30% of the women indicated the use of each of the other eight sources listed.

Summary

Only a small portion of the non-working women population has received any kind of vocational training or skill development curricula. Few have received vocational counseling, and not one WIN trainee received training in any skilled trade. However, the majority of these women expressed a desire to work in non-traditional occupations. The most important reasons given for desiring non-traditional work were money and the challenge.

The most important elements which would influence this group of women in their decision to accept a job are 1) type of work, 2) entry level pay and, 3) work hours. In congruence with the most important element noted above, "cannot find a job I really like" is the problem most noted as needing to be remedied, before a woman will work. In addition, the data indicates these women lack job-seeking skills and resources.

It seems the **Job** is the most important side for these women in the triangle of employment.

Employers

Attitudes

Some socio-demographic characteristics of employers were statistically significant in relation to the respondents attitudes toward working women. Younger employers disagreed more often than older employers with the statement: "I think women who work neglect their fundamental duty to home and children." Employers with more years of formal education also disagreed with this statement. When the statement "Once the new women's movement completes its goals, our society will be a better place in which to live" was posed, those with more education agreed. Income level and occupation of employers did not have statistically significant relationships with their responses to attitudinal statements. Thus, education and age tend to influence the attitudes of employers, as was the case with Male Workers.

While 68% of this predominately male group indicated that they believed women could learn most or all of the skilled labor jobs, only 38% said that women were actually capable of performing most or all of the jobs, citing women's lack of physical strength and stamina as the reason. Only 18% of the employers thought women were capable of performing all skilled labor jobs.

Recommendations as to a "suitable" job for women was generally made towards a craft different than that of the respondent. As long as the job had little to do with his line of work, the respondent felt that a woman would be capable of doing it. There is also a relationship between the attitudinal statement, "The Federal goals and time table placed on the apprentice trade industries are not realistic" and the reason given, "There are not enough women who want non-traditional jobs."

The instrument listed thirty skilled labor occupations and asked the employers which ones they utilize in their organizations and into which occupations they would most likely hire a female. A relationship existed between these two questions for such occupational classifications as carpenters, electricians, glaziers,

laborers, mechanics, and repair people. This is to say that employers utilizing the above occupations would tend to hire women in those same occupations. However, there was not a relationship between the occupations an employer had available in his or her organization and ones into which he or she would most likely hire a female, for the categories of cabinet makers, roofers, and welder. While any absolute conclusions are tenuous due to the small sample size, the data does indicate general trends.

Training

The employers were asked where they thought most of the people they employ in skilled crafts learned the skills necessary to perform their jobs. Of the 49 employers who responded, 47% ranked on-the-job training and 35% cited special training programs as the most frequent sources. The remaining answeres rated as most frequent were as follows: I don't know (4%), in high school (4%), in college (2%), from parents who worked in the same occupation (2%), and during the course of growing up (0%). On-the-job training and special training progrms dominated the answers.

Only 4 of the surveyed employers (8%) who listed their occupation as skilled craft had fathers who worked in a skilled craft or trade. This finding supports the view expressed by employers that few persons employed in skilled crafts in their organizations learned their skills from parents who worked in the same occupation.

The employers were asked to rate the importance of seven physical, attitudinal and ability traits for women seeking skilled labor positions in their organizations. Older employers placed more importance on "physical endurance." The number of years the employers had been in their present occupations was positively correlated with "motivation." This is to say that "motivation" was deemed important for women to succeed in non-traditional jobs by those employers who had been in their present occupation a longer time. In absolute terms, 58% of all employers rated

motivation as an important trait for women seeking a skilled labor job, and 52% rated skill level as an important criterion. In contrast, only 2% considered age important and only 6% thought knowledge of basic math to be important.

The employers were asked to rank the most common problems they encounter with women in skilled labor, and with men in skilled labor. The following table shows the frequency with which each problem was ranked as most common:

WOMEN		MEN		
# employers ranking as most common	%	# employers ranking as most common	%	Problem Encountered
22	53%	3	7%	Not physically capable
5	12%	10	23%	Skill level too low
4	10%	4	9%	Refuse to do some jobs
4	10%	na	na	Distract males
4	10%	0	0%	Other
2	5%	5	11%	Absenteeism
0	0%	0	0%	Too many injuries
0	0%	4	9%	Laziness
0	0%	15	34%	Poor attitude
na	na	3	7%	Spend too much time helping women workers
na	na	0	0%	Refuse to work with women
41	100%	44	100%	Total

Two of the eleven (18%) employers who indicated physical incapability as a problem with men in skilled labor did not list this as a problem with women. Similarly, 50% of the employers indicated "skill level too low" as a problem with men, while only 28% of the employers indicated insufficient skill level as a problem with women. Likewise,

while two-thirds of the employers who indicated refusal to do some jobs as a problem encountered with men in skilled labor, only 18% indicated this as a problem with women. Again, while 36% of the employers noted absenteeism to be a problem with males, only 24% responded that absenteeism was a negative factor with women employees.

The data showed that while employers thought males spent too much time helping women workers they also believed women in skilled labor jobs distract males.

It seems that some men share the physical capability problem perceived by employers about women. It is interesting that one-third of the employers listed poor attitude in males as the most common problem while none listed this as a problem encountered among women in skilled labor occupations. This is important since, as noted previously, a majority of the employers rated motivation as an important trait for women to possess when seeking skilled labor postions.

Summary

In summary, it appears that employers are rather open-minded about hiring women in non-traditional jobs, particularly if they currently employ women in skilled labor positions. Two-thirds of the employers believe women are capable of learning most of the skilled labor jobs. Also two-thirds of the employers noted that most workers learn necessary skills in either special training programs or on-the-job, which is somewhat contradictory to the responses of both males and females. Since over half of the employers surveyed rated motivation and skill level as important traits women should possess who are seeking skilled labor jobs, it would seem that they expect women to utilize special training programs rather than apply for on-the-job training. Older employers placed importance on a woman's physical endurance, and 53% of the employers indicated that lack of physical capability is a problem they encounter with women in skilled labor.

Working Women

Training

Women in both the private sector and utilities comprised 69.5% of the women who had received little, if any, training related to their present occupations. Of those training situations listed, only a college class and a non-union employer were marked has having provided training to a substantial number of women.

For those women who were in the public sector, chances are they received occupational related training in a college class. The majority of women in traditional occupations received their training in high school; while 45.4% of the women in the private sector received training from a non-union employer (vs. 8.3% of the women in the private sector who received training from a union employer). Only 9.5% of all women received any occupational related training from a government sponsored training program, while 10.6% received training from adult education classes.

Certainly, the institutions in which women should be receiving skills training are either training women for traditional jobs, or not training them at all. High school is a prime training ground for skill development, yet very few women in skilled labor received any training there. Government training programs, of which there are thousands, have not trained women for skilled labor occupations in any significant proportion. Further, while it is not clear what the real purpose is of adult education, whether it is to train people for jobs, extracurricular activity, educational betterment, or a combination of these or something else, it is not utilized by many as an occupational training ground.

Childhood characteristics are considered by this researcher to be a form of training. More than 50% of the working women population possessed the following childhood characteristics: 1) always preferred the outdoors, 2) were generally

tomboys, and 3) played sports. Of these characteristics, two were related to the sectors and occupations of the women. Women who were generally tomboys or always preferred to be outdoors tended to be in skilled labor and technical trades. These particular characteristics tend to coincide with conventional thoughts about women in non-traditional occupations; yet more than 1/3 of these same women also played house as children. While the data is not conclusive, it may be said that childhood characteristics do not necessarily determine one's choice of occupation.

Decision-Making Elements

More than 65% of the women ranked the following factors as having an influence on their decision to work in their present occupation:

-money

-type of work

-personally liking the kind of work performed

Those elements which were not ranked as influential by at least 70% of the working women population are listed below:

-what others expect or think

-what a school counselor suggested

-lack of education

-parents worked in same occupation

-sex of co-workers

-didn't know

-only thing the individual could do

The importance of several factors were dependent upon either the occupation, section, or education of the population. More opportunity was an important factor for both the professional and technical occupational groups, while people in skilled labor occupations were much more prone to establishing the importance of liking

the kind of work performed as an influential factor in the decision making process. It seems that women in skilled labor occupations are more inclined to have been influenced by factors implying immediate satisfaction (i.e. liking the type of work) than by the factors implying long range satisfaction (i.e. more opportunity).

Hours and conditions of work (meaning indoor or outdoor work) tend to be somewhat more important to those women in both the public sector and traditional jobs. Entry level pay is a factor which influences women with less than three years of college; while self-confidence is an important factor for these same women.

The primary element of importance in one's decision to change jobs are 1) more money and 2) more opportunity for advancement. Better benefits and better physical working conditions may be considered secondary elements in this type of decision.

Better physical working conditions seemed more important to women in utilities and the military, than women in other sectors, while more opportunity for advancement was a primary factor for women in traditional jobs and the public sector. Women in the public sector tend to view geographic location as an important factor.

There does not appear to be a difference between a woman's reason(s) to change jobs and her race or age. However, some relationship exists between educational levels and the reasons people might change jobs. Having more people to supervise and having better supervisors are two reasons for changing jobs that appear to be related to one's educational level. It appears that the more education one has, the more people they want to supervise, and the more discriminating they become about their own supervisors. In addition, women in skilled labor occupations cite better benefits as important in their decision to change jobs.

Problems

Obstacles which prevent women from getting a better job, or from getting ahead in their present job, tend to be related to socio-demographic characteristics. It seems the less education one has, the more of a problem one has combining work and family responsibilities. Yet, the more education one has, the more important "needing child care" becomes. Given those indications, it may be said that the less schooling one has, the more tied she is to traditional roles -- i.e. that women should stay with their children rather than have someone else take care of them.

There is a relationship between the importance of racial discrimination as an obstacle to obtaining a better job, and white women. This is to say that white women perceive reverse discrimination as an obstacle for them in their endeavor to get ahead. While none of the obstacles listed were ranked overwhelmingly, "no time to further one's education" and "no time to train for a better job" were cited by more than 30% of the women.

Attitude

The working women were consistent in their attitudes towards traditional vs. non-traditional roles. Seventy percent or more of this population ranked the agree/disagree questions in a manner which indicates a positive attitude towards non-traditional roles for women. On those questions pertaining to vocational education, while 30% of the women were undecided regarding whether or not enough money is being spent on vocational education, while only 20% were undecided concerning the amount of money being spent on vocational education for women. 64.1% of the women are of the opinion that "not enough money is being spent on vocational education," while 75.7% of the women disagree with the statement that "too much money is spent on vocational education for women."

38.0% of the women stated that the women's movement responded to all or most of their concerns (vs. some, very few, or none), and 22.2% of the women stated that the women's movement responded to all or most of the concerns of minority women. The ethnic minority response to the latter question indicates that the opinion of Black women is perfectly distributed between "most and very few," the opinion of Asian and Native American women is skewed to the positive side, while the opinion of Hispanic women is skewed to the negative side.

Summary

The working women population has received little, if any, vocational training. Training received in high school was documented by those women in traditional jobs, thus indicating a status quo in vocational education in secondary schools. Few women received vocational counseling from their high school counselors and few received occupational related training in either adult education or government training programs.

Money, type of work, and personally liking the kind of work performed were the elements most likely to influence these women's decisions regarding whether or not to accept a particular job. Opportunity, hours, and conditions of work are secondary factors in the decision-making process to accept a job. The **Others** in the triangle of employment is not considered an important factor by this group. When this group of women consider changing jobs, the factors most important to them are more money, more opportunity, and better benefits and working conditions.

The endeavor of working women to get a better job or move forward in their present jobs seems to be obstructed most by familial problems. While the combination of both family and job responsibilities are problematical for many women, the solution to this problem is viewed differently. The solution(s) seem to

depend upon how much a woman believes in the traditional female role model. Those women who would opt to have child care services to ease the burden of this problem, believe that there is a lack of adequate child care services available. In addition to this overriding problem, working women who desire upward mobility find little time to increase their education or train for a better job. Finally, white women view race as a determining factor in their ability to change jobs or progress in their present occupations.

Total Working Population

In this phase of the data analysis, questions asked of two or more groups are analyzed. This was accomplished through the use of cross-tabulation tables and statistical measures of association.

Training

A set of eleven questions was asked of all working men and women to determine the types of training received which were related to their occupations. College classes led the list with 27% of the working respondents saying that college had helped them. Non-union employers provided training for 26.5%. Twenty-two percent of the respondents said the military had given them training, and almost 21% of the respondents declared that high school had given them background training. Union apprenticeship programs provide a training situation for only 4% of the working sample population and government training programs (i.e. CETA, WIN) provided training to only 7.5% of those working.

Over 42% of the males in the survey claimed that the military provided background training. However, as stated in the "Working Males" section, a large percentage of these men are presently in the military. College classes accounted for training situations for some 35% of the working males. Thirty-one percent stated that they learned the basics while in high school, and on-the-job training by non-union employers assisted in skills development for almost 28% of the working males.

For women, it appeared that college classes and on-the-job training by non-union employers were the most often used training situations. Each was utilized by 30% of the working women. Twenty-one percent of the women stated their high school background had been important in learning their job, and military training had been useful for just over 18% of the working women (primarily those in the military).

College classes were training situations most often utilized by women in the public sector (32 vs. 14), while non-union, on-the-job training situations were used most often by women in the private sector (49 vs. 15). High school provided training for a majority of the women in traditional jobs.

Summary

For both groups, females and males, apprenticeship programs and government training programs provided very few individuals with training in their fields. In all cases, less than 10% of the respondents said that they had received any kind of background from government programs, and less than 5% from apprenticeship programs.

College classes provided the most often used training situations, while apprenticeship programs provided the least used. Non-union employer on-the-job training provided much more "hands-on" experience than apprenticeship and government training programs combined. College provided the most used training situation for women in both traditional and non-traditional jobs (particularly in the public sector).

Decision-Making Elements

This set of 10 questions was designed to determine the reasons individuals chose to pursue employment in the skilled trades. The answers to the questions were ranked on a range from 1 to 9, with 1(one) representing most important. During this analysis, the researchers looked at the first two rankings.

Overall, the most important reason the majority respondents pursued skilled occupations was that they enjoyed the work. Over 50% of the working men and women stated that they liked the kind of work they were doing. Almost 42% of the working respondents said that they felt that the money was an important reason in

their decision; while more opportunity was deemed important in just over 32% of the cases. Reasons such as "my father did it", or "vocational counseling" and "expectations of others" were not rated often as prime motivators (less than 2%). Childhood aspirations were highly rated in 6% of the cases.

Males reported that an affinity for the type of work they were engaged in was a primary reason for their career decisions. More than 72% gave that as the rationale for job selection. The money and more opportunity (for advancement) were ranked high by 41% and 40% of the group respectively. Suggestions from school counselors, parents occupations, expectations of significant others and personal feelings of occupational limitations received low ratings. Childhood aspirations were rated high in approximtely 7% of the cases.

Over 71% of the males in the private sector rated occupational enjoyment highly, and almost 71% of the males in the public sector rated job enjoyment in the top two responses. Fifty percent of the respondents in the military and in utilities ranked it high.

Money was the prime motivator for males working for utilities. Over 83% of them rated money as an important factor, while only 41.5% of the public sector males rated it high. Money was ranked important by over 64% of the private sector respondents. Approximately 1/3 of the public sector workers ranked more opportunity as an important reason for pursuing their jobs. While 42% of the men working for utilities rated more opportunity as important, only 28.5% of the males in the private sector rated it important. Military men rated more opportunity important in almost 54% of the cases.

Women reported they liked what they were doing in almost 61% of the cases. Forty-nine percent of the employed females felt that money was an important

reason for pursuing non-traditional work. Opportunity was the third important reason with 35% of women rating it highly. As with males, occupation of parents, advice of school counselors, expectations of significant others, etc., were not considered important motivators. Childhood aspirations were important in some six percent of the cases.

Women in the public sector rated job enjoyment important in 79% of the cases, compared to 75% of women employed by utilities and 67% of women working in the private sector. Only slightly more than 20% of the military women liked their jobs. Money was important in the decision-making process for 75% of the women working for utilities, as compared to 57% of the working women in the private sector, and 54% of the working women in the public sector.

More opportunity was rated important in only 22% of women working in the private sector. Thirty-five percent of the women in the public sector rated it high,and 42% of those working for utilities ranked it important. As with their male counterparts, military women ranked opportunity high in 54% of the cases.

Summary

It appears with both working males and working females the critical variables in the decision to take a job are: 1) they like the kind of work they are doing; 2) the money; 3) more opportunity. Expectations of others, vocational counseling, parental occupations, and childhood aspirations were rated high by only a few respondents. However, only 20% of the women in the military ranked "I like doing this type of work" as important in their decision to work in their present occupation and almost 25% did not know why they were in their present occupations. There were statistical relationships between the sector one was in (private, public, utilities) and more opportunity, money, and occupational enjoyment.

Attitudes

Race seemed to be an insignificant factor in determining the attitude of individuals in skilled labor. An analytical review of a set of attitudinal questions pertaining to issues concerning women in non-traditional jobs, and issues concerning changes in the roles of women showed that answers of ethnic minority respondents were generally consistent with the researchers' expectations. There were only a very few isolated cases where one particular group recorded slightly elevated variances from the general population. This phenomenon, usually occurring in one of the minority groups, could possibly be explained by the fact that these groups contain small numbers, and the variation of two or three individuals can cause some rather significant changes. But even in these groups, in the majority of cases, variation was consistent with staff expectations.

One exception to staff expectations in responses from the total population was the belief that it was worse for women to swear than men: 25% of the working men and women agreed that it was. Another exception occurred when over 22% stated that they were uncertain whether too much money was spent on vocational educaton for women and almost 25% stated that they were uncertain if enough money was being spent on vocational education in general.

Age of a respondent seemed to have a bearing on some responses. Younger respondents expressed less traditional attitudes concerning women's changing roles, than did their older counterparts. However, this difference is slight and the attitudinal gap between the two groups is not as wide as one would expect. Thus, on a job site, women could probably expect the same general treatment from all age groups.

There was one area in which this "younger, thus more open-minded" ideal did not hold true. Younger respondents were more inclined to believe that girls in

competitive programs and sports, developed masculine mannerisms and body structures. Additionally, respondents between the ages of 26 and 35, stated that women quit jobs or were absent from jobs more often than men. A significant number of respondents in the younger, male category, expressed uncertainty about the amount of money being spent on vocational education in general and vocational education for women.

As with race and age, education did not appear to cause significant variation in responses to attitudinal questions, as was expected by the researchers. There does, however, seem to be an increase in the strength of one's response (strongly agree or strongly disagree) at the more educated end of the educational continuum. Also, the two vocational education questions received a marked degree of uncertainty. The question concerning men and women swearing received a significant number of responses indicating that respondents thought it was worse for a woman to swear than a man. These responses came primarily from men and women with a high school education and those with one to two years of college education.

Responses to the attitudinal questions, when analyzed by occupation of the respondent followed the same pattern of race, age, and education. However, those individuals with professional/managerial positions, and those in skilled labor, tended to be more traditional than any other occupational group. The answers to the two vocational education questions revealed that a significant number of skilled workers and managers felt too much money was being spent on women in vocational education. However, managerial rspondents and skilled workers felt that not enough money was being spent on vocational education in general. With the exception of clerical and sales workers, every occupational group recorded a similar number of responses indicating that it was worse for a woman to swear than a man.

Summary

Age, education, occupation, and race did not seem to produce major changes in attitudinal responses as expected by the researchers. Generally, the older the respondent, the less educated he or she is, and if he or she is working in skilled crafts and trades, or holds a managerial position, it seems to follow that he or she is most likely to hold to traditional tenets.

2.3.3 Discussion of Qualitative Data

a. Respondents

The following analysis is based upon several open-ended questions. The questions were designed to determine some of the attitudes of respondents by examining their expectations for their own children. The participants expectations and attitudes were assessed via 1) their responses to questions asked regarding toys and school courses each would recommend for his or her own children and 2) the written comments the respondents provided to staff.

Attitudinal divisions occurred most between age groups and levels of education within the four groups, rather than between occupations. It was the feeling of the research staff that men in their thirties were probably the most honest respondents. Men over forty completed the questionnaire, but rarely volunteered additional information. Discussions of each group follow:

Males

In making recommendations for sons and daughters, relative to school courses, math was the subject most strongly advised for offspring who were college-bound, and for those who would enter the work force after finishing high school. Science was the second choice of men with one to four years college, followed by writing and literature. Additionally, for daughters, some recommended a foreign language and typing, along with some training in a trade.

For those daughters who would work after finishing high school, men with one to four years of college strongly recommended math and English, followed by secretarial skills, including bookkeeping, business methods, typing, and shorthand. A significant number advised trade or vocational educational skills. Men with a high school education recommended typing, home economics, and secretarial skills,

and trade school, and stated that they would concur with their daughters' aptitudes and interests. Both education groups suggested math for their sons, followed by craft, trade, or vocational educational in which their sons showed interest or aptitude.

Men in their thirties recommended math and English for college-bound sons and daughters, with sciences and foreign language next in preference. In making recommendations for children who will work after high school, men with high school education favored vocational education and craft or trade schools, for both sons and daughters.

Men with one to four years of college felt that proficiency in mathmatics and English were important, and then indicated support for their children's interests.

Bikes were the most popular toy suggested for 10-year-olds of both sexes in all age groups. For sons, sports equipment was the second choice, while daughters got toy kitchens, dolls, and assorted accessories.

Attitudes of Working Women

Women feel non-traditional jobs are those jobs outside expectations of the roles of females and males. Jobs stereotyped by sex were frequently mentioned as examples. Job characteristics such as male domination, disapproval, and discouragement were cited in connection with non-traditional jobs as was the exclusion of women. Some women put more value on non-traditional jobs, describing them as creative, talent oriented, and those that a person chose to do. Specifically, regarding skilled labor jobs, women made reference to outdoor, high paying jobs, requiring strength, skill, or getting dirty; running machinery, lifting heavy things, and manual labor.

Sports equipment was the most popular choice of women for their 10 year old sons. These included basketballs, baseballs, mitts, and fishing gear, among others.

Bicycles were the next most frequently chosen gifts, and books and games were popular. Tools were frequently mentioned by women in the private sector, while the military women included guns and soldier dolls.

Math was the subject chosen most often by women, for a son going on to college. Women in traditional jobs chose English along with math, while women in the private sector chose shop/craft classes next. Science was a high ranking choice for all women. Business courses were high only on the lists of women in traditional jobs.

For sons going to work after high school, shop/craft classes were overwhelmingly the highest choices, while math was chosen next most frequently. English courses were mentioned frequently also.

Sports equipment was the preference of all groups of women giving a toy to a 10 year old daughter, except the military women, who did not rank sports equipment very high. Bikes were universally accepted as a preferred toy, as were books. Dolls were mentioned often by military women and by women in private and public sectors. Dolls were not mentioned often by women in traditional jobs.

Women differed widely in choices of courses for a daughter going on to college after high school. Women in private industry chose shop as most important; women in utilities chose science; women in the military and women in public sector chose math; and English was the highest choice of women in traditional jobs.

For a daughter going to work after high school, women in public and private non-traditional jobs, chose shop classes. These women seemed most ready to encourage daughters into shop classes, and away from stereotyped studies. Military women chose clerical courses; women in utilities were divided between shop and clerical. Women in traditional jobs chose business methods first, with clerical coming in second. Math and science were also supported by women in traditional jobs.

In general, women felt there were many problems in their training backgrounds. They did not have exposure to tools or technical knowledge in their youth. Support and encouragement definitely is needed from teachers, parents, and peers to channel young women into schooling in chosen non-traditional areas.

Sexual harrassment and harrassment about ability to do the job were mentioned often. Women felt they had to prove themselves over and over again on the job. Yet, several mentioned that their jobs have been a good experience for them. They have been supported by men and have learned a lot from men and supervisors in the work setting.

Isolation from other women on the job was a problem. Without other women in the work setting, these women felt they were not supported. Also, women felt the lack of women-owned businesses and training schools. In addition, some women reported problems in physically handling the work.

Traditional masculine/feminine definitions were questioned.

Several women in the private sector who work at what we define as non-traditional jobs preferred to say that they had non-traditional lifestyles rather than non-traditional jobs. Some indicated that a few women in non-traditional jobs lack ability and are making jobs harder for other women, in terms of women having to prove themselves more.

Attitudes of Employers and Joint Apprenticeship Committees (JACS)

Few written comments were provided by this group of respondents. However, IHSM staff, through the many contacts made with this group, were able to assess some general attitudes.

The research staff found employers north of Sacramento and San Francisco to be more cooperative and less apprehensive towards women in skilled labor than those employers interviewed in urban centers. Yet the northern areas are traditionally conservative. Since many employers in the northern areas were less aware of federal goals and timetables, it may be they have experienced less pressures and hassles and thus are less hostile towards women in skilled labor.

IHSM researchers observed in the respondents, not only a fear of competition in the labor market from women, but a fear of being equalled or bettered by a woman.

The exception to this were members of the Roofers JAC in Yuba City. These men were very honest, open, and appeared to be unafraid of competition. IHSM researchers found them to be the most receptive of all JACs contacted.

For the most part, JACS and employers were cooperative as they did allow staff to attend their meetings and issue the questionnaire. However, this group is as diverse as others in that they ranged in attitude from not serious to openly hostile, when approached about hiring women into non-traditional jobs. On paper, many said they would hire demonstrably qualified (undefined) women, but strongly recommended against non-traditional jobs for women, especially those which required strength.

2.3.3b Training Programs--Personnel and Participants

There are a myriad of skills training programs, ranging from private schools to the programs sponsored by the Comprehensive Employment and Training Act of 1973 (CETA). Overall, it is the opinion of this researcher that the better programs are those which have been developed and implemented by private employers (training persons for their own operations), and unions. These two groups have the basic ingredients required to implement successful training programs: 1) each knows exactly what skills are required for specific occupations, 2) each has, or has the financial resources required to purchase, the equipment necessary for hands-on-experience, 3) each has ready access to real jobs, and 4) each is willing to spend the money necessary to implement a quality training program. Many private employers spend ten times more money per trainee than public training programs; and the money spent is primarily on trainee related material and not necessarily on program personnel. This is not to say that all training programs utilizing public money are poor, but rather that within the public sector, training programs equivalent to those in the private sector, are few.

All skills training programs reviewed by this research staff had both male and female trainees. It is apparent that, regardless of the sex of the trainees, if the four ingredients mentioned above are not present, the program is not likely to be successful in terms of job placement and retention rates. However, even with the four elements, several intangible variables can affect the female trainee. Primarily, undue antagonism from male trainees very often occurs through no fault of the woman.

While the attitude of the female trainee is indeed important--whether she is hostile, friendly, or indifferent towards men--another key variable which can affect a female trainee is the instructor. If the instructors, most of whom are

male, express a positive attitude towards women in skilled labor and openly deal with the various issues involved, particularly those of physical capacity and skills capability, the training environment will be positive. An instructor's attitude towards women trainees establishes the training environment. If a supportive attitude is exhibited by the instructor, antagonism towards women by male trainees is greatly diminished.

Another variable is that of the occupation itself--whether or not it involves physical strength or other abilities. It was found that in those training situations which required physical strength, the antagonism experienced by women trainees was much greater than the antagonism experienced by women in situations which did not require physical strength. For example, in those occupations which required hand/eye coordination, antagonism from male trainees was minimal or non-existent.

It seems that the physical size for both women and small framed men is an issue within particular occupations--but not all skilled labor occupations. If a woman cannot lift the same amount of weight as an average man, the woman will face harassassment similar to that which a small framed man would receive. While women and small framed men sometimes have the option of using hoists or other devices when lifting or moving heavy objects, from an employer's perspective, time is money, and the longer it takes to perform the task, the more that task will cost. As long as the U.S. economy is based on the profit motive, the physical issue will remain a problem for women and small framed men who are seeking employment in the trades.

A fourth important variable affecting the completion and job retention rates of women in skills training programs is the recruitment and screening process, which occurs prior to entrance. The recruitment process as utilized to assist the entrance of women into skilled labor, has yet to be perfected. While many

programs are supposedly designed to assist the entry of women into skilled labor, commonly referred to as "pre-apprenticeship programs," few in northern California have sufficient retention data to show success relative to retention rates. While many programs serve a great number of women, there is substantial difference between statistics indicating numbers served and placement/retention statistics. A qualitative analysis of such programs reveals several critical variables. First, the participants in pre-apprenticeship programs for women outnumber the available apprenticeship openings. Secondly, women in these programs are not provided the opportunity to physically experience such things as pouring cement, carrying stacks of plywood sheeting or two by fours, driving nails, and so on. Watching a movie or listening to a person speak about cement masons is quite different from actually doing that which a cement mason does. Finally, and foremost, pre-apprenticeship programs lack direct access to jobs. Consequently, the slack time between a participant completing the program and entering an apprenticeship slot is too long. Pre-apprenticeship programs would be greatly enhanced if they were inextricably tied to either joint apprenticeship committees, unions, or private employers.

SECTION 3

CONCLUSIONS AND RECOMMEDATIONS

3.0 Conclusions

Overall, women who have already entered skilled labor occupations have done so with a minimal amount of training. This, in itself, contradicts the conventional notion that women need specialized training programs before they can enter non-traditional jobs. Strong motivation and desire, more than anything else, seem to be the key ingredients necessary for women wanting to enter skilled labor occupations. This is not to say that training programs are unnecessary, but rather, that they are not the prime requisite. Furthermore, training programs will only be useful if they contain each of the following four elements: 1) training program planners must know exactly what skills are required for specific occupations -- and the training program must be designed for specific occupations, 2) the equipment necessary for hand-on experience should be readily accessible to the training program, 3) the training program must have access to real jobs, and 4) the training program must be adequately financed.

Secondary vocational education -- inclusive of school counselors -- has not significantly contributed to the placement of women in skilled labor occupations, for such training and counseling continues to be parcelled out in accordance with traditional role modes. Government training programs (CETA, WIN, etc.), have not had an impact upon increasing the number of women in skilled labor occupations.

While government sponsored, pre-apprenticeship programs may have an indirect affect relative to increasing the number of women in skilled labor, their direct impact is minimal. Pre-apprenticeship programs do not have sufficient resources to actually train women in skilled labor, nor do they have ready access to jobs. They do serve as resources for information for many women, which is useful in the short run; but, if the government to positively affect the number of women in skilled labor on a long term basis, other more positive alternatives must be developed.

Such alternatives must be formulated, not only as a response to the lack of quality training programs, but with an awareness of people's attitudes toward women in skilled labor and with knowledge of the reasons why people chose one type of job over another.

For both men and women, money and liking the kind of work performed are primary elements influencing decisions to accept a particular job. If one agrees with conventional thought, that as adolescents, women have less opportunity to work with tools and perform physical labor than male adolescents, and therefore know less about skilled labor, it would seem appropriate to recommend hands-on experience in skilled trades for women, during early school age years. Such training would provide women with a broader spectrum of occupational opportunities than is presently offered, and would lessen the need for trial and error in the labor market, which causes problems for both employees and employers. These problems could be avoided if at least one vocational education course in skilled labor was required of school aged girls, as Home Economics once was.

Attitudes of the people involved in the training process are another important variable to be considered when implementing training programs. The attitude of an instructor towards women in skilled labor can help or hinder the woman attempting

to gain entrance to the trades. In addition, the attitudes of the male trainees can be of significance, particularly if the instructor has not created a positive learning environment. In fact, one may say that attitudinal training for men is perhaps more important than skills training for women. If male trainees have negative attitudes towards female trainees, the road to a woman's successful completion of the training will be filled with superfluous roadblocks. While one might suggest training programs designed exclusively for women as an answer to this problem, such a "solution" will only prolong the inevitable harassment. It is the opinion of the researcher that coeducational skilled labor training will have a tendency to lessen harassment of women on the job. While male attitudes towards women in skilled labor are changing, as evidenced by the data, they will change even more rapidly if these coeducational vocational courses are offered in junior high school or high school. So long as high school vocational education courses are dominated by males, the traditional attitudes and models will carry on into the adult years.

Though much emphasis has been placed on male attitudes, female attitudees towards men must not go unnoticed. Women who choose to view all men with hostility will not succeed in the trades, and will most probably make life miserable for themselves and others around them. While men have experienced significant role changes only since World War II, women have been envolving for more than 100 years. Some understanding of the problems and changes men are now experiencing will significantly enhance a woman's chances of succeeding in skilled labor.

Women, in fact, have enough problems of their own, without unconsciously creating others. There do not appear to be many women in skilled labor who have completely adjusted their roles and identities to coincide with the times. The burden of work, combined with family responsibilities, goes unresolved by the majority of women. Lack of preparation for a new, as yet undefined, role is

problemmatical for many women, since their "growing-up" years were spent in preparation for a role which no longer exists, except for the affluent few. Furthermore, the preparation for a new role must be accomplished by the individual, on her own, since most institutions lag in making psychological and programmatic adjustments to America, 1980 -- and continue to adhere to traditional values and operating methods. Women who are arbitrarily placed by employers into non-tradtional jobs, or who zealously follow the movement for social change and enter skilled labor occupations will no doubt be dissatisfied with their occupations and themselves.

While this study does not bring to the fore all problems and issues surrounding women in skilled labor, it attempts to shed some light on the subject. Implementing training programs for women interested in skilled labor is not, by itself, the answer to equal rights, status, pay, or work!

Nor are the federal goals and timetables placed upon private industry an answer. These, no doubt, will follow the path of affirmative action rules and regulations and be endlessly argued in the courts. If government wishes to facilitate the societal transition now occurring (i.e., the changing status, role, and identity of American women -- and the changing nature of the labor force), it must seek to change the basic growth pattern and value orientation of the total society.

3.1 Recommendations

1. Require all junior high or high school students to take at least one industrial arts course in vocational education.
2. Obtain private sector commitments to assist in curriculum development and job placement for government sponsored vocational education training programs.
3. Attempt to raise the status of vocational education to a level equal to that ascribed to college.

4. Upgrade the quality of vocational education so that the majority of students having completed high school vocational education courses are at least job ready, if not career oriented.

5. Develop articulation agreements between apprenticeship programs and secondary schools, that courses taken in high school can be credited toward the educational requirements of apprentices.

APPENDIX

GLOSSARY OF TERMS

EMPLOYER	-Unless otherwise noted, refers to the sample population comprised of Joint Apprenticeship Committee members and personnel officers of private industry employers.
JACs	-Joint Apprenticeship Committees
NON-TRADITIONAL-JOBS	-Those occupations utilizing skilled labor.
NON-WORKING-WOMEN	-The sample population comprised of women not currently employed outside the home.
PRIVATE SECTOR	-Unless otherwise noted, refers to the sample population of males and females working in skilled labor occupations in the private business community.
PUBLIC SECTOR	-Refers to the sample population of men and women working in skilled labor occupation in government.
SKILLED LABOR	-Those occupations listed under the occupational categories of craftmen, foremen, and operatives.
VOCATIONAL EDUCATION	-Of, relating to, or being in training in a skill or trade to be pursued as a career.

BIBLIOGRAPHY

ARTICLES

"Affirmative (In) Action: How Do You Read It?" Equal Rights Monitor, Vol. 3, No.1, (January/February, 1977), 8-9.

This article discusses some of the controversies concerning Affirmative Action. The article speaks to quotas, college admission, income, why affirmative action is necessary, etc.

"Affirmative Action Works In Pennsylvania." Equal Rights Monitor, Vol. 3, No. 1,(January/February, 1977), 10.

The article discusses how affirmative action has been incorporated into the personal practice of Pennsylvania State Government.

Briggs, Norma. "Women Apprentices: Removing the Barriers." Manpower, Vol. 6,(December, 1974), 3-11

Discussion of Wisconsin Apprenticeship Programs and employers of women apprentices. Covers both enthusiasm of women and employers, and traditional labor force drawbacks directed toward women.

Burns, Barbara. "Why I decided to 'go underground'." McCalls, (September 1977), 69, 73, 82.

28 year old woman coal miner describes how she obtained mining work. Discusses lack of support, employer's attitudes, and advantages of non-traditional work.

"California Opens 590 Apprentice Training Programs for Women." Air Conditioning, Heating, and Refrigeration News, Vol. 137, (March 1, 1976), 1

Describes California Apprenticeships Council Mandates and plans. States opposition by labor and management and loopholes of affirmative action definitions.

Conga. "Apprenticeship: Learning from Scratch." Country Women, Issue No. 28, (March, 1978), 8, 9.

A Woman discusses her entry into carpentry under the guidence of a woman carpenter.

Davidson, T. N., and J. A. Johnston. "High School Boys in Vocational Education Programs:

Facts vs Fallacies." Vocational Guidance Quarterly, Vol. 25, (1976), 106-111.

Edson, C. H. "The Reform of Vocational Education, The Relationship Between Jobs and Schooling." Urban Education, Vol. XII, No. 4, (January 1978).

Florman, Samuel C. "Engineering and The Female Mind." Harper's, Vol. 256, (February, 1978), 57-58.

Article States field of engineering is wide open, both academically and employment-wise. Florman's theories explain lack of women engineers due to: 1. Snobbery, 2. Anti-technological feelings, 3. Not biologically equipped, and 4. grasping for power.

Ginzberg, Eli. "The Job Problem." Scientific American, Vol. 237, No. 5, (November, 1977), 43-51.

Hedges, Janice Niepert, and Stephen E. Bemis. "Sex Stereotyping: Its Decline in the Skilled Trades." Monthly Labor Review, (May 1974), 14-21.

Kelsey. "A look at women in the industry." Air Conditioning, Heating, and Refrigeration News, Vol. 130, (October 29, 1973), 3.

Discusses N.A.W.I.C.'S views that industry's manpower needs women labor force. Stresses importance of overall training for women in non-traditional occupations.

Lehmann, Phyllis. "Cutting the Sex Bias Out of Vocational Education." Worklife,(February, 1977), 3-5

_____. "Women Journey Into the Skilled Trades." Worklife, (August 1977).

Luciano, L. "Bean Apprentice: Women are wearing blue collars." Seventeen, Vol. 36, (April, 1977), 55.

Explores blue collar work advantages and cites apprenticeships trades statistices.

Maret-Havens, Elizabeth. "Developing an Index to measure female labor force attachment. "Monthly Labor Review, Vol. 100, (May, 1977), 35-38.

Judges labor force status as not an adequate measure of participation for women. Suggests measurement of attachment to labor force through character of participation.

Micossi, Anite L. "Can Women Really Have It All, will we?" MS, Vol. 6, (March, 1978), 51, 72-73.

Discusses "Fourth decade women's" awarness of limitations, working class women's battle with elitist assumptions. Child bearing potential for working women limited, especially after 30.

Milles, Mary Susan. "What Do You Want To Be When Your Kids Grow Up? "American Home, Vol. 80, (September, 1977), 52-53.

Expansion of women's lifespan increases potential labor force. Action to be taken on empty-nest syndrome: Volunteer route, education route, back-to-work route.

"News and Notes." Woman-power (Manpower), Vol. 7, (November, 1975), 10.

Cites labor statistics concerning use in number of married women in labor force. Describes JOBFLO and explores MD.'S vocational training program for 120 women in highway construction.

"1976: A New Style in the Kitchen." Equal Rights Monitor, Vol. 2, No. 6, (May, 1976) 6&7.

The purpose of this magazine is to provide its reader with up-to-date information on ERA and other women's issues from around the country. "1976", is a synopsis of a conversation with six women on their views of ERA, femenism, and the new women's movement.

Pepin, Yvonne. "Women Forester." Country Women, Issue No. 28, (March, 1978), 48-51.

A discussion with three women forest technician about their jobs and a male forester about how he sees women in the forest service.

Pink, William, and M. E. Sweeney. "Teacher Nomination, Deviant Career Lines and the Management of Stigmain the Junior High School." Urban Education, Vol. XIII, No. 3, (October, 1978).

Pogrebin, Letty Cottin. "The Working Woman." Ladies Home Journal:

"Labor Pains." Vol. 94, (April, 1977), 46-51.

Discussion of legal and economic penalties of women workers, such as forced maternity leave, lack of disability pay.

"Sex Harassment." Vol. 94, (June, 1977), 24.

Definition of sexual harassment optional action to take.

"How do people find jobs." Vol. 94, (July, 1977), 39.

Most job seekers apply directly to employers; within other preferences, women more often use news paper ads, and private employment agencies. Also discusses job/applicant discrimination.

"Stress on the Job." Vol. 94, (September, 1977), 31.

Working women are becoming subject to male stress diseases.

"House husbands." Vol. 94, (November, 1977), 30.

5 case studies of house husbands." Article unrealistic and all 5 House husbands also writers.

_____. "Can Women really have it all, Should We?" Ms. Vol. 6, (March, 1978), 47-48.

Superwomen myth exposed. "Autonomy before togetherness" is falsehood because economic and social structures necessitate women adding roles, rather than changing or enriching roles.

"Portraits; Unsung Heroines in American History." Equal Rights Monitor, Vol. 2, No. 8, (July, 1976), 8-11.

Brief sketchs of contributions made by little know women to the fields of science, education, and art.

"Program to Promote Women in Building." Industry Week, Vl. 172, (February 21, 1972), 20.

Describes operation woman power, sponsored by N.A.W.I.C. Educational program's 3 phase instructions detailed.

Raphael, Edna E. "Working Women and Their Membership in Labor Unions." Monthly Labor Review, (May, 1974), 27-33.

Rieder, Corinne H. "Work, Women and Vocational Education." American Education, Vol. 13, (June, 1977), 27-30.

Smith, Ralph E. "Sources of Growth of the female labor force, 1971-1975." Monthly Labor Review, Vol. 100, (August, 1977), 27.

Growth in female labor force due to population shifts and group participation rate changes. Group-specific participation rate changes contributed 2½ times more to labor force, than population shifts. Highest increase in married women with pre-school age children, age under 35.

"Social Security: Who's Secure?" Equal Rights Monitor, Vol. 2, No. 9, (August, 1976), 8-14

The writer discusses the inequalities of the Social Security system as it applies to women, and suggest some ways to correct them.

Steinem, Gloria. "Pink-Collar Workers." Progressive, Vol. 41, (May, 1977), 54.

2/3 all salaried women in clerical, sales, or service jobs (Female jobghettos). Calls, for rise in pink collar workers.

Van Gelder, Lindsy. "Can Women Really Have It All, Do We?" Ms, Vol. 6, (March, 1978), 49-50.

Six personal case study interviews, explaining work problems and personal statement of needs surrounding work and school. so-so.

Verhezden-Hillard, Mary Tllen. "Cinderella Doesn't live here any more." Womanpower (Manpower), Vol. 7, (November, 1975), 34-37.

Article cites vocational education's sex differential treatment and women's bureau statistics. Also explores the "Why's" of unequal opportunity in NTJ and research conducted by office of education's Bureau of occupational and adult education.

"Women Working: Conversation with Olga Madar." Equal Rights Monitor, Vol. 2, No. 7, (June, 1976), 8-11.

A conversation with Ms. Madar concerning unions and their positions on ERA and women in the labor force.

Wyman, Sarah. "Replacing Rotten Sills." Country Women, Issue No. 28, (March, 1978), 54-55.

A how-to-do article on the way to replace the floor sills.

Zanar, Eileen. "Re-entry Ripoff." MS, (October, 1977), 83-86, 96.

Explores historical isues concerning women workers. Lists organizations and agencies that women typically contact when seeking employment before, during, and after graduate school. Concerns about lack of realistic information available to women re-entering.

BOOKS

Byham, William C. and Mildred E. Katzell, ed. Women In The Work Force: Confrontation With Change. New York: Behavioral Publications, Inc., 1972.

A series of papers delivered during a conference sponsored by the Division of Personnel Psychology of the New York State Psychological Ass'n, November, 1970. The papers include reports on management, labor and government methods of intergrating women into the workforce. There is also, a report on the current status of women in the workforce, and plans for the future.

Center for Continuing Education. Proceedings of the conference-workshop, New Patterns of Employment. Ann Arbor: Center for Cntinuing Education, 1966.

A transcription of the papers, workshops, and remarks at a conference given concerning women in the labor market.

Dudley, Otis and Peter Blau. The American Occupational Structure. New York: John Wile and Sons, Inc., 1967.

A study of Black males of varied background, ages, 20 to 64, and their status in the American occupational structure.

Flexner, Eleanor. Century of Struggle. New York: Atheneum, 1974.

Gilli, Angelo C., Sr. Modern Organization of Vocational Education. University Park and London: Pennsylvania Street University Press, 1976.

Ginzberg, Eli. The Manpower Connection. Cambridge, Mass. Harvard University Press, 1975

Grimstad, Kirsten, and Susan Rennie. The New Woman's Survival Catalog. New York: Coward, McCann Geoghegan, Inc., 1973.

A catalog of agencies and organization found across the country that deal with a multitude of concerns and needs of women. They include rape crisis centers, etc. Also, the catalog has a number of articles that deal with major issues expressed by women (i.e., self-defense, self-health, feminist studies, "Fix-it", etc.)

Hacker, Andrew. The End of the American ERA. Atheneum, New York: 1971.

Kreps, Juanita, and Robert Clark. Sex, Age, and Work: The Changing Composition of the Labor Force. John Hopkins University, 1976.

Discussion of changing work ethics. Traditional family patterns changing with lower of men's participation and heightening of women's activity. Also, relates one-adult family trends and theorectical manpower issues.

Lecht, Leonard. Occupational Choices and Training Needs, Prospects for the 1980's. New York: Praeger Publishers, 1977.

Leighbody, Gerald B. Vocational Education in America's Schools, Major Issues of the 1970's. Chicago: American Technical Society, 1972.

Lyle, J. R. and J. L. Ross. Women in Industry. Lexington, Mass: D.C. Heath and Co., 1973.

Manning, Caroline. The Immigrant Woman and Her Job. New York: Arno Press, Inc., 1970; 1930.

Nineteen-twentyfive Survey of Central European immigrant women and their work roles in American industry explores conditions in job; how women found jobs; their adjustment to their jobs; industrial reasons for dissatisfaction; and the family and women workers roles in the family.

Mayo, Judith. Work and Welfare: Employment & Employability of Women in The AFDC Program. Chicago: Community and Family Study Center, University of Chicago, 1975.

Describes AFDC/work conflicts. Cites AFDC program growth factors; explanatory variables in work-welfare patterns; work experiences of AFDC mothers; factors limiting participation in labor force; characteristics of the three categories of AFDC cases.

Nevins, A. and H. S. Commager. A Pocket History of the United States. (7th Printing) Pocket Books,1973.

Oppenheimer, Valerie Kincade. The Female Labor Force In The United States. Berkeley: Institute of International Studies, University of California, Berkeley, 1970.

The author offers a perspective which states that female participation in the labor force can only be understood by looking at the supply of women able to work, and the demand for women to work (supply and demand theory).

Palmer, R. R. and J. Colton. A History of the Modern World. 3rd ed., New York: Alfred A. Knopt, 1965.

Stromberg, A. H. and S. Harkness. Women Working. Calif: Mayfield Publishing Co., 1978.

U.S. Department of Labor, Women's Bureau. Nontraditional Occupation of Women of the Hemisphere: The U.S. Experience.

A report of a conference sponsored by the United States Delegate to the Inter-American Commission of Women and the Women's Bureau. Presentations include women in construction, women entrepreneurs, investors, in politics, law, and several of fields.

Venn, Grant. Man, Education and Work. Washington, D.C. American Council on Education, 1964.

Wertheimer, B.M., and A.H. Nelson, Trade Union Women. New York: Praeger, 1975.

West, Nadia. Leadership With A Feminine Cast. San Francisco: R and E Associates, 1976.

A study of fourteen top California women leaders in the fields of politics, business, and government. The looks at how they got there, their perceptions of the world and themselves, and their backgrounds.

California State University, Sacramento

Member: American Management Associations

INSTITUTE FOR HUMAN SERVICE MANAGEMENT 916/448-3971

1401 - 21st STREET • SUITE 300 • SACRAMENTO, CA 95814

RESEARCH FOR WOMEN:

SEX STEREOTYPING, NON-TRADITIONAL, AND VOCATIONAL TRAINING

QUESTIONNAIRES AND CODEBOOKS

The Institute for Human Service Management has conducted a study on women in skilled labor under a grant from the California State Department of Education. This volume contains the study questionnaires, codebooks, and raw data.

The codebook's, (one each for working males, employers, working women, and non-working women) denote the variables for each questionnaire and correspond to the raw data. The numbered questions on the questionnaire do not correspond to the raw data. Any questions regarding this data may be referred to Sylvia Navari.

MALE QUESTIONNAIRE

1. Are you now working along side or have you ever worked along side a woman in your present occupation?

   A. _____ Yes B. _____ No

2. Which of the following elements most influenced you to work in your present occupation? (RANK IN ORDER OF MOST INFLUENTIAL: 1 = MOST INFLUENTIAL)

   A. _____ The Money

   B. _____ My Mother Did It

   C. _____ More Opportunity

   D. _____ I Like This Kind of Work

   E. _____ My Father Did It

   F. _____ I Don't Know

   G. _____ My School Counselor Suggested I Might Do Well In It

   H. _____ It Was Expected of Me by My Family, and/or Friends

   I. _____ It Was the Only Thing I Felt I Could Do

   J. _____ When I Was A Child I Dreamed of Doing This Kind of Work

3. Check as many of the different types of training situations listed below which you received and which were related to your present occupation.

   A. _____ None

   B. _____ A College Class

   C. _____ What My Father Taught Me

   D. _____ What I Learned in High School

   E. _____ What My Mother Taught Me

   F. _____ A Union Apprenticeship Program

(continued on next page)

3 continued

G. _____ Non-Union Employer Gave Me On-The-Job Training

H. _____ The Military

I. _____ A Government Training Program (CETA, WIN, etc.)

J. _____ Adult Education

K. _____ Other, please specify_____

4. Have you ever had a female boss (i.e., contractor, foreman, supervisor, superintendant, etc.)?

A. _____ Yes B. _____ No

5. How many hours did you spend doing housework last week? _____

6. List some of the toys you would buy your 10 year old daughter for her birthday.

A. _____

B. _____

C. _____

7. Assuming your daughter will go on to college after graduation from high school, what courses would you suggest she take in high school?

A. _____

B. _____

C. _____

8. Assuming your daughter will have to work upon completion of high school, what kinds of courses would you recommend she take during high school?

A. _____

B. _____

C. _____

9. To what extent do you agree or disagree with the following statements? (PLEASE PUT THE APPROPRIATE LETTER IN THE SPACE PROVIDED BY EACH QUESTION)

A. Strongly Agree

B. Agree

C. Unsure

D. Disagree

E. Strongly Disagree

____A wife who works outside the home is neglecting her primary duty to home and children.

____The vast majority of women who work don't have to.

____There is no reason why a woman standing on a crowded bus should expect a man to offer her his seat.

____Regardless of sex, equal work deserves equal pay, regardless of the reason.

____Women should be free to ask men to go out on dates.

____Not enough money is being spent on vocational education.

____Because of their physical make-up, women should not go into the construction trades.

____On the job, women are more likely to be absent or quit than men.

____Girls who participate in competitive programs tend to develop masculine mannerisms.

____Women who work on cars are not very feminine.

____Too much money is being spent on vocational education for women.

____Women who want or who work at non-traditional jobs are unfeminine.

____It is as ridiculous for women to drive bulldozers as it is for men to darn socks.

____Intense competition builds self-respect in the girls who participate.

9 continued

____Men who work as secretaries have feminine characteristics.

____Women are simply not physically capable of doing the work required by my craft or trade.

____I believe it is worse for woman to swear than a man.

____I think my daughter should take a course in auto mechanics before finishing high school.

____Women in your trade should be given special hiring preferences for past discriminatory hiring practices.

____I wouldn't mind a divorced women with a child making the same pay I do so long as she does the same job I do.

____Children of working mothers are more likely to be involved in troublesome or illegal activities than children of non-working mothers.

____On the job, women are more likely to be absent.

____If you work with the wife of a bus driver, she should be paid less than you because her pay is extra income.

____Girls who participate in competitive sports develop masculine body structures.

____The women's movement is asking for too much change to suit me.

____It is demeaning to have a female boss.

10. List some of the toys you would buy your 10 year old son for his birthday.

A. _____

B. _____

C. _____

11. Assuming your son will go on to college after graduation from high school, what courses would you suggest he take in high school?

A. _____

B. _____

C. _____

12. Assuming your son will have to work upon completion of high school, what kinds of courses would you recommend he take during high school.

A. _____

B. _____

C. _____

PLEASE FEEL FREE TO USE THIS SPACE FOR ANY COMMENTS YOU WISH TO MAKE

1. Sex

   A. _____ Male

   B. _____ Female

2. Marital Status

   A. _____ Single

   B. _____ Married

   C. _____ Divorced

   D. _____ Widow(er)

   E. _____ Married, Spouse Absent

   F. _____ Legally Separated

3. If divorced or separated, do you receive any support from spouse?

   A. _____ Yes C. _____ NA

   B. _____ No

4. Is it enough for you to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

5. If Widowed, do you receive enough support to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

6. Are you a head of household?

   A. _____ Yes

   B. _____ No

7. Number of children? _____

8. How old are your children?

A. _____ Some Under 6

B. _____ All Under 6

C. _____ None Under 6

D. _____ NA

9. Your Race?

A. _____ Afro-American (Black)

B. _____ Anglo-American (Caucasion)

C. _____ Asian-American (Oriental, Filipino, etc.)

D. _____ Mexican-American (Chicano)

E. _____ Other Hispanics (Latino, Cuban, etc.)

F. _____ Native American (Indian)

G. _____ Pacific Islanders (Hawaiian, Samoan, etc.)

H. _____ Others_____

10. What is your age? _____

11. Education:

A. _____ Less than 12 Years

B. _____ High School Graduate

C. _____ GED

D. _____ 1 to 2 Years of College

E. _____ 3 to 4 Years of College

F. _____ College Graduate

G. _____ Post-Graduate

12. In which type of area did you spend the majority of your childhood (until 15 years old)?

A. _____ Urban
B. _____ Mountains
C. _____ Rural, Non-Farm
D. _____ Rural, Farm

13. In what region of the country did you spend the majority of your childhood (until 15 years old)?

A. _____ Northwest
B. _____ New England
C. _____ West
D. _____ East
E. _____ Southwest
F. _____ South
G. _____ Midwest
H. _____ Outside U.S.A.

14. Please write in your own yearly income to the nearest $1,000.00. _____

15. Please write in your spouse's own yearly income to the nearest $1,000.00. _____

16. What is your present occupation? (explain below) (if unemployed, please check _____)

17. How long have you worked at your present occupation?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

18. What was your most recent past occupation: (explain below)

19. How long did you work in the position described above?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

20. What kind of work did your father do?

A. _____ Did Not Work

B. _____ Professional?Managerial?Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Worker (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

21. What kind of work did your mother do?

A. _____ Did Not Work

B. _____ Professional/Managerial/Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Workers (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

001 ID number
three digits

002 Section
one digits

003 Sex
0. N/R
1. Male
2. Female

004 Marital Status
0. N/R
1. Single
2. Married
3. Divorced
4. Widow(er)
5. Married, Spouse Absent
6. Legally, Separated

005 If divorced or separted do you receive any support from spouse
0. NR
1. Yes
2. No
3. N/A

006 Is it enough to live on?
0. NR
1. Yes
2. No
3. NA

007 If widowed do you receive enough support to live on
0. NR
1. Yes
2. No
3. N/A

00º Are you a head of household?
0. NR
1. Yes
2. No

009 Number of children?
0. NR
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6+
7. NA

010 How old are your children?
0. NR
1. Some under 6
2. All under 6
3. None under 6
4. NA

011 Race
0. NR
1. Afro-American
2. Anglo-American
3. Asian-American
4. Mexican-American
5. Other Hispanics
6. Native-Americans
7. Pacific Americans
8. Other

012 Age
0. NR
1. 16-20
2. 21-25
3. 26-30
4. 31-35
5. 36-40
6. 41-45
7. 46-50
8. 51-55
9. 55+

013 Education
0. NR
1. Less than 12 years
2. High School graduate
3. GED
4. 1 to 2 years of college
5. 3 to 4 years of college
6. college graduate
7. Post-graduate

014 Area spent majority of your childhood?
0. NR
1. Urban
2. Mountains
3. Rural, Non-Farm
4. Rural, Farm

015 Region you spent the majority of your childhood?
0. NR
1. Northwest
2. New England
3. West
4. East
5. Southwest
6. South
7. Midwest
8. Outside USA

016 Your income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

017 Spouse's income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

018 Occupations
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

019 Unemployed
0.
1. Yes
2. No

020 How long have you worked in present occupation?
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 yars
4. 10 years+
5. NA

021 Past occupation?
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

022 How long did you work in that position
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 years
4. 10 years+
5. NA

023 Work father did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

024 Work Mother did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

025 Are you now working along side or have you ever worked along side a woman in your present occupation (169)
0. NR
1. Yes
2. No

026 - 035 Which of the following elements most influenced you to work in your present occupation?

026 The money (044)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

027 My mother did it (045)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

028 More opportunity (046)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

029 I like this kind of work (047)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

030 My father did it (048)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

031 I don't know (049)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

032 My school counselor suggested I might do well in it (050)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

033 It was expected of me by my family and/or friends (051)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

034 It was the only thing I felt I could do (052)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

035 When I was a child I dreamed of doing this kind of work (053)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

Check as many of the different types of training situations listed below which you received and which were related to your present occupation

036 None (054)
1. Yes
2. No

037 A college class (055)
1. Yes
2. No

038 What my father taught me (056)
1. Yes
2. No

039 What I learned in high school (057)
1. Yes
2. No

040 What my mother taught me (058)
1. Yes
2. No

041 A union apprenticeship program (059)
1. Yes
2. No

042 Non-union employer gave me on-the-job training (060)
1. Yes
2. No

043 The military (061)
1. Yes
2. No

044 A government training program (CETA, WIN, etc.) (062)
1. Yes
2. No

045 Adult education (063)
1. Yes
2. No

046 Other 064)
1. Yes
2. No

047 Have you ever had a female boss? (170)
0. NR
1. Yes
2. No

048 How many hours spent doing housework last week? (028)
0. NR
1. 1 -3
2. 7 - 9
3. 4 - 6
4. 10 - 12
5. 13 - 15
6. 16 - 18
7. 19 - 21
8. 22 - 30
9. 31+

To what extent do you agree or disagree with the following statements. Put appropriate number in space.

049 A wife who works outside the home is neglecting her primary duty to home and children? (027)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

050 The vast majority of women who work don't have to. (026)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

051 There is no reason why a woman standing on a crowded bus should expect a man to offer her his seat. (029)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

052 Regardless of sex, equal work deserves equal pay? (031)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

053 Women should be free to ask men to go on dates (032)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

054 Not enough money is being spent on vocational education?(033)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

055 Because of their physical make-up women should not go into the construction trades? (034)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

056 On the job, women more likely to be absent or quit than men? (035)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

057 Girls participating in competitive programs develop masculine mannerisms? (036)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

058 Women who work on cars are not very feminine (040)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

059 Too much money spent on vocational education for women? (025)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

060 Women who want or work at non-traditional jobs are unfeminine? (037)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

061 It is as ridiculous for women to drive bulldozers as it is for men to darn socks. (039)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

062 Intense competition builds self-respect in girls who participate. (038)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

063 Men who work as secretaries have feminine characteristics. (171)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

064 Women are simply not physically capable of doing the work required by my craft or trade. (172)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

065 I believe it is worse for a woman to swear than a man. (041)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

066 I think my daughter should take a course in auto mechanics before finishing high school. (173)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

067 Women in your trade should be given special hiring preferences for past discriminatory hiring practices. (174)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

068 I wouldn't mind a divorced woman with a child making the same pay I do so long as she does the same job I do. (175)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

069 Children of working mothers are more likely to be involved in troublesome or illegal activities than children of non-working mothers. (176)
0. NR
1.
2.
3.
4.
5.
[redacted]

070 On the job, women are more likely to be absent. (177)
0. NR
1.
2.
3.
4.
5.
[redacted]

071 If you work with the wife of a bus driver, she should be paid less than you because her pay is extra income. (178)
0. NR
1.
2.
3.
4.
5.
[redacted]

072 Girls who participate in competitive sports develop masculine body structures. (042)

0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

073 The women's movement is asking for too much change to suit me. (179)

0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

074 It is demeaning to have a female boss. (180)

0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

EMPLOYER QUESTIONNAIRE

1. Which of the following traits are the most important for women seeking skilled labor positions in your organization? (RANK IN ORDER OF IMPORTANCE: 1 = MOST IMPORTANT)

A. _____ Motivation
B. _____ Endurance (Physical)
C. _____ Skill Level
D. _____ Ability To Use Body Correctly in Job Situation
E. _____ Age
F. _____ Determination
G. _____ Basic Math

2. What is your opinion of the quality of work done by women in skilled labor in your organization? (CHECK ONE ONLY)

A. _____ Very Good
B. _____ Good
C. _____ No Opinion
D. _____ Fair
E. _____ Poor

3. How would you describe your level of SATISFACTION with the work of women in skilled labor in your organization?(CHECK ONE ONLY)

A. _____ Very Satisfied
B. _____ Somewhat Satisfied
C. _____ Uncertain
D. _____ Very Dissatisfied
E. _____ Somewhat Dissatisfied

4. Which of the following skilled labor occupations do you utilize in your organization:

_____ Mechanics
_____ Carpenters
_____ Bricklayers
_____ Machinists
_____ Cement Mason
_____ Operating Engineers

(continued on next page)

4 continued

_____ Plumber
_____ Stationary Engineer
_____ Roofer
_____ Meat Cutter
_____ Drivers, Diesel Truck
_____ Line Person (any type)
_____ Repair People
_____ Installer
_____ Laborer
_____ Electrician
_____ Glaziers
_____ Green Chain Off-Bearer
_____ None

_____ Welders
_____ Lather
_____ Cabinet Maker
_____ Painters
_____ Sheet Metal Worker
_____ Plasterer
_____ Tile Setter
_____ Drywaller
_____ Binder
_____ Millwrights
_____ Surveyors
_____ Logger
Other (please specify)_____

5. Into which of the following occupations would you most likely hire a female? (RANK IN ORDER OF PRIORITY: 1 = First Choice)

_____ Mechanics
_____ Carpenters
_____ Bricklayers
_____ Plumber
_____ Stationary Engineer
_____ Roofer
_____ Meat Cutter
_____ Drivers, Diesel Truck
_____ Line Person (any type)
_____ Repair People
_____ Installer
_____ Laborer
_____ Electrician
_____ Glaziers

_____ Machinists
_____ Cement Mason
_____ Operating Engineers
_____ Welder
_____ Lather
_____ Cabinet Maker
_____ Painters
_____ Sheet Metal Worker
_____ Plasterer
_____ Tile Setter
_____ Drywaller
_____ Binder
_____ Millwrights
_____ Surveyors

(continued on next page)

5 continued

_____ Green Chain Off-Bearer

_____ Logger

_____ None

_____ Other (please specify)_____

6. What are the most common problems you encounter with women in skilled labor. (RANK IN ORDER OF MOST OFTEN OCCURRENCE: 1 = MOST OFTEN OCCURRENCE)

_____ Too Many Injuries

_____ Skill Level too Low

_____ Laziness

_____ Not Physically Cabable

_____ Refusing to Do Some Jobs

_____ Distracts Males

_____ Absenteeism

_____ Poor Attitude

_____ Other, (please specify)_____

7. Where do most of the people you hire in skilled labor learn the skills necessary to perform the job? (RANK FROM 1 to 5: 1 = MOST FREQUENT

_____ In High School

_____ During the Course of Growing Up

_____ In College

_____ From Parents Who Worked in the Same Occupation

_____ In Special Training Programs

_____ On the Job

_____ I Don't Know

_____ Other (please specify)_____

8. Do you believe women are capable of learning skilled labor jobs? (CHECK ONLY ONE)

_____ None of the Jobs

_____ Some of the Jobs

_____ Most of the Jobs

_____ All of the Jobs

_____ No Opinion

9. Do you believe women are capable of performing (actually doing) skilled labor?

_____ None of the Jobs

_____ Some of the Jobs

_____ Most of the Jobs

_____ All of the Jobs

_____ No Opinion

10. What are the most common problems you encounter with men in skilled labor? (RANK IN ORDER OF MOST OFTEN OCCURRENCE: 1 = MOST OFTEN)

_____ Spend Too Much Time Helping Women Workers

_____ Laziness

_____ Refuse to Do Some Jobs

_____ Absenteeism

_____ Not Physically Capable

_____ Poor Attitude

_____ Refuse to Work with Women

_____ Too Many Injuries

_____ Skill Level too Low

_____ Other (please specify)_____
_____

11. The Federal goals and time tables placed on the apprenticable trade industries are not realistic. Do you:

_____ Absolutely Agree

_____ Somewhat Agree

_____ Uncertain

_____ Somewhat Disagree

_____ Absolutely Disagree

12. If you agree with #11, for which of the following reasons do you agree?

A. _____ Not Enough Women Who Want N.T.J.

B. _____ Goals Too High for the Period of Time Allowed

C. _____ Not Enough Women are Capable of Performing N.T.J.

D. _____ The Federal Government Meddles Too Much

E. _____ Not Enough Jobs Without a Large Displacement of Men Who Are In or Want In

F. _____ Other (please specify) _____

13. If you do not believe a woman could perform the duties of your craft, into which craft would you recommend a woman enter?

14. To what extent do you agree or disagree with the following statements? (PLEASE PLACE THE APPROPRIATE LETTER IN THE SPACE PROVIDED)

A. Strongly Agree

B. Agree

C. Uncertain

D. Disagree

E. Strongly Disagree

_____ Once the new women's movement completes its goals, our society will be a better place in chich to live.

_____ I think a lot of money is being spent unnecessarily on vocational training on vocational training programs.

_____ I think women who work neglect their fundamental duty to home and children

_____ Men who work as secretaries have feminine characteristics.

_____ The vast majority of women who work don't have to work.

_____ Far too much money is being spent on vocational training for women.

_____ Secretaries are essential to the smooth operation of my business

1. Sex

   A. _____ Male

   B. _____ Female

2. Marital Status

   A. _____ Single

   B. _____ Married

   C. _____ Divorced

   D. _____ Widow(er)

   E. _____ Married, Spouse Absent

   F. _____ Legally Separated

3. If divorced or separated, do you receive any support from spouse?

   A. _____ Yes C. _____ NA

   B. _____ No

4. Is it enough for you to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

5. If Widowed, do you receive enough support to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

6. Are you a head of household?

   A. _____ Yes

   B. _____ No

7. Number of children? _____

8. How old are your children?

   A. _____ Some Under 6

   B. _____ All Under 6

   C. _____ None Under 6

   D. _____ NA

9. Your Race?

   A. _____ Afro-American (Black)

   B. _____ Anglo-American (Caucasion)

   C. _____ Asian-American (Oriental, Filipino, etc.)

   D. _____ Mexican-American (Chicano)

   E. _____ Other Hispanics (Latino, Cuban, etc.)

   F. _____ Native American (Indian)

   G. _____ Pacific Islanders (Hawaiian, Samoan, etc.)

   H. _____ Others_____

10. What is your age? _____

11. Education:

   A. _____ Less than 12 Years

   B. _____ High School Graduate

   C. _____ GED

   D. _____ 1 to 2 Years of College

   E. _____ 3 to 4 Years of College

   F. _____ College Graduate

   G. _____ Post-Graduate

12. In which type of area did you spend the majority of your childhood (until 15 years old)?

A. _____ Urban
B. _____ Mountains
C. _____ Rural, Non-Farm
D. _____ Rural, Farm

13. In what region of the country did you spend the majority of your childhood (until 15 years old)?

A. _____ Northwest
B. _____ New England
C. _____ West
D. _____ East
E. _____ Southwest
F. _____ South
G. _____ Midwest
H. _____ Outside U.S.A.

14. Please write in your own yearly income to the nearest $1,000.00. _____

15. Please write in your spouse's own yearly income to the nearest $1,000.00. _____

16. What is your present occupation? (explain below)
(if unemployed, please check _____)

17. How long have you worked at your present occupation?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

18. What was your most recent past occupation: (explain below)

19. How long did you work in the position described above?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

20. What kind of work did your father do?

A. _____ Did Not Work

B. _____ Professional?Managerial?Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Worker (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

21. What kind of work did your mother do?

A. _____ Did Not Work

B. _____ Professional/Managerial/Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Workers (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

CODE BOOK - EMPLOYER

001 ID number
three digits

002 Section
one digit

003 Sex
0. N/R
1. Male
2. Female

004 Marital Status
0. N/R
1. Single
2. Married
3. Divorced
4. Widow(er)
5. Married, Spouse Absent
6. Legally, Separated

005 If divorced or separted do you receive any support from spouse
0. NR
1. Yes
2. No
3. N/A

006 Is it enough to live on?
0. NR
1. Yes
2. No
3. NA

007 If widowed do you receive enough support to live on
0. NR
1. Yes
2. No
3. N/A

008 Are you a head of household?
0. NR
1. Yes
2. No

009 Number of children?
0. NR
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6+
7. NA

010 How old are your children?
0. NR
1. Some under 6
2. All under 6
3. None under 6
4. NA

011 Race
0. NR
1. Afro-American
2. Anglo-American
3. Asian-American
4. Mexican-American
5. Other Hispanics
6. Native-Americans
7. Pacific Americans
8. Other

012 Age
0. NR
1. 16-20
2. 21-25
3. 26-30
4. 31-35
5. 36-40
6. 41-45
7. 46-50
8. 51-55
9. 55+

013 Education
0. NR
1. Less than 12 years
2. High School graduate
3. GED
4. 1 to 2 years of college
5. 3 to 4 years of college
6. college graduate
7. Post-graduate

014 Area spent majority of your childhood?
0. NR
1. Urban
2. Mountains
3. Rural, Non-Farm
4. Rural, Farm

015 Region you spent the majority of your childhood?
0. NR
1. Northwest
2. New England
3. West
4. East
5. Southwest
6. South
7. Midwest
8. Outside USA

016 Your income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

017 Spouse's income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

018 Occupations
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

019 Unemployed
0.
1. Yes
2. No

020 How long have you worked in present occupation?
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 yars
4. 10 years+
5. NA

021 Past occupation?
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

022 How long did you work in that position
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 years
4. 10 years+
5. NA

023 Work father did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

024 Work Mother did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

025 Motivation (236)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

026 Endurance (236)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

027 Skill level (238)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

028 Ability to use body correctly in job situations (239)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

029 Age (240)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

030 Determination (241)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

031 Basic Math (242)
0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

032 What is your opinion of the work done by women in skilled labor in your organizaion? (243)
0. NR
1. Very good
2. Good
3. No opinion
4. Fair
5. Poor

033 How would you describe your level of SATISFACTION with the work of women in skilled labor in your organization (244)
0. NR
1. Very satisfied
2. Somewhat satisfied
3. Uncertain
4. Very dissatisfied
5. Somewhat dissatisfied

Which of the following skilled labor occupation do you utilize in your organization:

034 Mechanics (245)
1. Yes
2. No

035 Carpenters (246)
1. Yes
2. No

036 Bricklayers (247)
1. Yes
2. No

037 Machinists (248)
1. Yes
2. No

038 Cement Mason (249)
1. Yes
2. No

039 Operating Engineers (250)
1. Yes
2. No

040 Plumber (251)
1. Yes
2. No

041 Stationary Engineers (252)
1. Yes
2. No

042 Roofers (253)
1. Yes
2. No

043 Meat Cutter (254)
1. Yes
2. No

044 Driver, Diesel Truck (255)
1. Yes
2. No

045 Line Person (256)
1. Yes
2. No

046 Repair People (257)
1. Yes
2. No

047 Installers (258)
1. Yes
2. No

048 Laborer (259)
1. Yes
2. No

049 Electricians (260)
1. Yes
2. No

050 Glaziers (261)
1. Yes
2. No

051 Green Chain Off-Bearer (262)
1. Yes
2. No

052 None (263)
1. Yes
2. No

053 Welders (264)
1. Yes
2. No

054 Lather (265)
1. Yes
2. No

055 Cabinet Makers (266)
1. Yes
2. No

056 Printer (267)
1. Yes
2. No

057 Sheet Metal Worker (268)
1. Yes
2. No

058 Plasterer (269)
1. Yes
2. No

059 Tile Setter (270)
1. Yes
2. No

060 Dry Waller (271)
1. Yes
2. No

061 Binders (272)
1. Yes
2. No

062 Millwrights (273)
1. Yes
2. No

063 Surveyors 27
1. Yes
2. No

064 Loggers 275
1. Yes
2. No

065 Other 276
1. Yes
2. No

Into which of the following occupations would you most likely hire a female?

066 Mechanics (277)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

067 Carpenters (278)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

068 Bricklayers (279)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

069 Plumbers (280)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

070 Stationery Engineers (281)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

071 Roofers (282)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

072 Meat Cutter (283)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

073 Driver/Diesel Truck (284)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

074 Line Person (285)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

075 Repair People(286)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

076 Installers(287)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

077 Laborer (288)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

078 Electricians (289)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

079 Glazier (290)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

080 Machinist (291)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

081 Cement Mason(292)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

082 Operating Engineers (293)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

083 Welder (294)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

084 Lather (295)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

085 Cabinet Makers (296)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

086 Painters (297)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

087 Sheet Metal Worker (298)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

088 Plasterer (299)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

089 Tile Setter (300)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

090 Dry Waller (301)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

091 Binder (302)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

092 Millwright (303)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

093 Surveyors (304)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

094 Green Chain Off-Bearer (305)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

095 None (306)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

096 Loggers (307)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

097 Other (308)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

What are the most common problems you encounter with <u>women</u> in skilled labor

098 Too many injuries (309)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

099 Laziness (310)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

100 Refusing to do some jobs (311)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

101 Absenteeism (312)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

102 Other (313)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

103 Skill level too low (314)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

104 Not physically capable (315)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

105 Distract males (316)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

106 Poor attitude (317)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

Where do most of the people you have in skilled crafts learn the skill necessary to perform the job?

107 In high school (318)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

108 In college (319)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

109 In special training programs (320)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

110 On the job (321)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

111 Other (322)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

112 During the course of growing up (323)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

113 From parents who worked in the same occupation (324)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

114 I don't know (325)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

115 Do you believe women are capable learning skilled labor jobs? (326)
0. NR
1. None of the jobs
2. Most of the jobs
3. No opinion
4. Some of the jobs
5. All of the jobs

116 Do you believe women are capable of performing (actually doing) skilled labor? (327)
0. NR
1. None of the jobs
2. Most of the jobs
3. No opinion
4. Some of the jobs
5. All of the jobs.

117 Spend too much time helping women workers (328)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

118 Laziness (329)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

119 Refuse to do some jobs (330)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

120 Absenteeism (331)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

121 Not physically capable (332)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

122 Poor attitude (333)
0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

123 Refuse to work with women (334)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

124 Too many injuries (335)
0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

125 Skill level too low (336)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

126 Other (337)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

127 The federal goals and timetables placed on apprenticeable trade industries are not realistic. Do you: (338)
0. NR
1. Absolutely Agree
2. Somewhat Agree
3. Uncertain
4. Somewhat Disagree
5. Absolutely Disagree

If you agree with No. 127, for which of the following reasons do you agree?

128 Not enough women who want non-traditional jobs (339)
1. Yes
2. No

129 Goals too high for the period of time allowed (340)
1. Yes
2. No

130 Not enough women are capable of performing non-traditional jobs (341)
1. Yes
2. No

131 The federal government meddles too much (342)
1. Yes
2. No

132 Not enough jobs without a large displacement of men who are in or want in (343)
1. Yes
2. No

133 Other (344)
1. Yes
2. No

To what extent do you agree or disagree with the following statements? (Please place appropriate number in space provided)

134 Once the new women's movement completes its goals, our society will be a better place in which to live. (345)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

135 I think a lot of money is being spent unnecessarily on vocational training programs (346)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

136 I think women who work neglect their fundamental duty to home and children. (027)
0. NR
1. Strongly
2. Agree
3. Uncertain
4. Disagree
5. Strongly Disagree

137 Men who work as secretaries have feminine characteristics (347)

0. NR
1. Strongly Agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly Disagree

138 The vast majority of women who work don't have to (026)

0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

139 Far too much money is being spent on vocational education for women (025)

0. NR
1. Strongly Agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly Disabree

140 Secretaries are essential smooth operation of my business. (348)

0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

1. Which of the following elements most influenced you to work in your present occupation? (RANK IN ORDER OF MOST INFLUENTIAL: 1 = MOST INFLUENTIAL)

   A. _____ The Money

   B. _____ My Mother Did It

   C. _____ More Opportunity

   D. _____ I Like This Kind of Work

   E. _____ My Father Did It

   F. _____ I Don't Know

   G. _____ My School Counselor Suggested I Might Do Well In It

   H. _____ It Was expected of Me by My Family, and/or Friends

   I. _____ It Was the Only Thing I Felt I Could Do

   J. _____ When I Was a Child I Dreamed of Doing This Kind of Work

2. Check as many of the different types of training situations listed below which you received and which were related to your present occupation.

   A. _____ None

   B. _____ A College Class

   C. _____ What My Father Taught Me

   D. _____ What I Learned in High School

   E. _____ What My Mother Taught Me

   F. _____ A Union Apprenticeship Program

   G. _____ Non-Union Employer Gave Me On-The-Job Training

   H. _____ The Military

   I. _____ A Government Training Program (CETA, WIN, etc.)

   J. _____ Adult Education

   K. _____ Other

3. Which of the following characteristics did you possess as a child? (CHECK THOSE MOST APPLICABLE)

A. _____ Played Sports

B. _____ Helped My Father Fix Things Around the House

C. _____ Was Generally a Tom Boy

D. _____ Paritcipated in Girl Scouts

E. _____ Always Preferred the Outdoors

F. _____ Went Camping in the Woods (without motor home)

G. _____ Played Games Indoors

H. _____ Played House

I. _____ None of the Above

J. _____ Other, Please Speicfy _____

4. How do you define non-traditional work?

5. Do you think women should pursue non-traditional work as you have defined it?

A. _____ Yes B. _____ No C. _____ Unsure

6. What would be the single most important reason for you to change jobs? (RANK IN ORDER OF MOST IMPORTANT: 1 = MOST IMP.)

A. _____ Better Physical Working Conditions

B. _____ Better Benefits

C. _____ More Money

D. _____ More Opportunity for Advancement

E. _____ More People to Supervise

F. _____ Co-Workers Easier to Work Wtih

G. _____ B e tter Supervisors

H. _____ Geographical Location

(continued on next page)

6 continued

I. _____ Spouse Moving

J. _____ Other, Please Specify _____

7. If you were considering changing jobs, which field would you like most to get into? (SELECT ONLY ONE)

A. _____ Operative (i.e. assembly line worker, etc.)

B. _____ Medical (i.e. aide, X-ray technician surgery technician, etc.

C. _____ Skilled Crafts (i.e. plumber, carpenter, machinist, auto mechanic, etc.)

D. _____ Laborer (i.e. farm and non-farm)

E. _____ Clerical (i.e. file clerk, secretary, receptionist, etc.)

F. _____ Service Worker (i.e. child care, teacher aide, maid, janitor, cook etc.)

G. _____ Technician (i.e. TV repair, telephone line person)

H. _____ Professional/Managerial (i.e. nurse, teacher, store manager)

I. _____ Sales (i.e. salesman, sales clerk, stock person)

J. _____ Other, Please Specify _____

8. The new women's movement has responded to _____ of your concerns as a woman (PLEASE CHECK ONLY ONE)

A. _____ All

B. _____ Most

C. _____ Some

D. _____ Very Few

E. _____ None

9. Are you satisfied with your job? (CHECK ONE)

A. _____ Very Satisfied

B. _____ Somewhat Satisfied

C. _____ Uncertain

D. _____ Somewhat Dissatisfied

E. _____ Very Dissatisfied

10. Would you like to do non-traditional work (i.e. auto mechanics, logger, butcher, repair person)? (PLEASE CHECK ONLY ONE)

A. _____ Very Desirable

B. _____ Desirable

C. _____ Undecided

D. _____ Undesirable

E. _____ Very Undesirable

11. If a non-traditional job were the only job available, would you take it?

A. _____ Yes B. _____ No

12. How many hours did you spend last week doing housework? _____ hrs.

13. The new women's movement has responded to _____ of the concerns of minority women. (PLEASE CHECK ONLY ONE)

A. _____ All

B. _____ Most

C. _____ Some

D. _____ Very Few

E. _____ None

14. List some of the toys you would buy your 10 year old son for his birthday.

A. _____

B. _____

C. _____

15. Assuming your son will go on to college after graduation from high school, what courses would you suggest he take in H.S?

A. _____

B. _____

C. _____

16. Assuming your son will have to work upon completion of high school, what kinds of courses would you recommend he take during high school?

A. _____

B. _____

C. _____

17. To what extent do you agree or disagree with the following statements? (PLEASE PUT THE APPROPRIATE LETTER IN THE SPACE PROVIDED BY EACH QUESTION)

A. Strongly Agree

B. Agree

C. Unsure

D. Disagree

E. Strongly Disagree

_____ A wife who works outside the home is neglecting her primary duty to home and children.

_____ The vast majority of women who work don't have to

_____ There is no reason why a woman standing on a crowded bus should expect a man to offer her his seat.

_____ Regardless of sex, equal work deserves equal pay, regardless of the reason.

_____ Women should be free to ask men to go out on dates.

_____ Not enough money is being spent on vocational education.

_____ Because of their physical make-up, women should not go into the construction trades.

_____ On the job, women are more likely to be absent or quit than men.

17 continued

_____ It is as ridiculous for women to drive bulldozers as it is for men to darn socks.

_____ Women who work on cars are not very feminine.

_____ Too much money is being spent on vocational education for women.

_____ Women who want or who work at non-traditional jobs are unfeminine.

_____ Girls who participate in competitive programs tend to develop masculine mannerisms.

_____ Intense competition builds self-respect in the girls who participate.

_____ Men should be allowed into skilled trade apprentice-ship programs (i.e. carpenter or butchers) before women.

_____ It is o.k. for men to help you with your job.

_____ I believe it is worse for a woman to swear than a man.

_____ Girls who participate in competitive sports develop masculine body structures.

18. Which of the following problem(s) represents obstacle(s) which prevent you from getting a better job or getting ahead in your present job? (RANK IN ORDER OF MOST SIGNIFICANT: 1 = MOST SIGNIFICANT

_____ Burden of the job combined with the family

_____ I lack the self-confidence to get ahead on my job.

_____ Job is too difficult for me

_____ Job is physically tiring

_____ Need child care

_____ Children are too young for my peace of mind

_____ Would like more help at home

_____ Job doesn't pay enough

_____ I would like to quit work, but can't afford to

21. What high school courses would you advise your daughter to take if she were going on to college.

A. _____

B. _____

C. _____

22. Assuming your daughter will have to work upon completion of high school, what kinds of courses would you recommend she take during high school.

A. _____

B. _____

C. _____

Please feel free to use this space for any comments you wish to make.

1. Sex

A. _____ Male

B. _____ Female

2. Marital Status

A. _____ Single

B. _____ Married

C. _____ Divorced

D. _____ Widow(er)

E. _____ Married, Spouse Absent

F. _____ Legally Separated

3. If divorced or separated, do you receive any support from spouse?

A. _____ Yes C. _____ NA

B. _____ No

4. Is it enough for you to live on?

A. _____ Yes C. _____ NA

B. _____ No

5. If Widowed, do you receive enough support to live on?

A. _____ Yes C. _____ NA

B. _____ No

6. Are you a head of household?

A. _____ Yes

B. _____ No

7. Number of children? _____

8. How old are your children?

A. _____ Some Under 6

B. _____ All Under 6

C. _____ None Under 6

D. _____ NA

9. Your Race?

A. _____ Afro-American (Black)

B. _____ Anglo-American (Caucasion)

C. _____ Asian-American (Oriental, Filipino, etc.)

D. _____ Mexican-American (Chicano)

E. _____ Other Hispanics (Latino, Cuban, etc.)

F. _____ Native American (Indian)

G. _____ Pacific Islanders (Hawaiian, Samoan, etc.)

H. _____ Others_____

10. What is your age? _____

11. Education:

A. _____ Less than 12 Years

B. _____ High School Graduate

C. _____ GED

D. _____ 1 to 2 Years of College

E. _____ 3 to 4 Years of College

F. _____ College Graduate

G. _____ Post-Graduate

12. In which type of area did you spend the majority of your childhood (until 15 years old)?

A. _____ Urban
B. _____ Mountains
C. _____ Rural, Non-Farm
D. _____ Rural, Farm

13. In what region of the country did you spend the majority of your childhood (until 15 years old)?

A. _____ Northwest
B. _____ New England
C. _____ West
D. _____ East
E. _____ Southwest
F. _____ South
G. _____ Midwest
H. _____ Outside U.S.A.

14. Please write in your own yearly income to the nearest $1,000.00. _____

15. Please write in your spouse's own yearly income to the nearest $1,000.00. _____

16. What is your present occupation? (explain below)
(if unemployed, please check _____)

17. How long have you worked at your present occupation?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

18. What was your most recent past occupation: (explain below)

19. How long did you work in the position described above?

A. _____ Less than a Year
B. _____ 1 to 3 Years
C. _____ 4 to 9 Years
D. _____ 10 Years+

20. What kind of work did your father do?

A. _____ Did Not Work

B. _____ Professional?Managerial?Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Worker (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

21. What kind of work did your mother dc?

A. _____ Did Not Work

B. _____ Professional/Managerial/Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Workers (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

WORKING WOMEN CODE BOOK

001 ID number
three digits

002 Section
one digits

003 Sex
0. N/R
1. Male
2. Female

004 Marital Status
0. N/R
1. Single
2. Married
3. Divorced
4. Widow(er)
5. Married, Spouse Absent
6. Legally, Separated

005 If divorced or separted do you receive any support from spouse
0. NR
1. Yes
2. No
3. N/A

006 Is it enough to live on?
0. NR
1. Yes
2. No
3. NA

007 If widowed do you receive enough support to live on
0. NR
1. Yes
2. No
3. N/A

008 Are you a head of household?
0. NR
1. Yes
2. No

009 Number of children?
0. NR
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6+
7. NA

010 How old are your children?
- 0. NR
- 1. Some under 6
- 2. All under 6
- 3. None under 6
- 4. NA

011 Race
- 0. NR
- 1. Afro-American
- 2. Anglo-American
- 3. Asian-American
- 4. Mexican-American
- 5. Other Hispanics
- 6. Native-Americans
- 7. Pacific Americans
- 8. Other

012 Age
- 0. NR
- 1. 16-20
- 2. 21-25
- 3. 26-30
- 4. 31-35
- 5. 36-40
- 6. 41-45
- 7. 46-50
- 8. 51-55
- 9. 55+

013 Education
- 0. NR
- 1. Less than 12 years
- 2. High School graduate
- 3. GED
- 4. 1 to 2 years of college
- 5. 3 to 4 years of college
- 6. college graduate
- 7. Post-graduate

014 Area spent majority of your childhood?
- 0. NR
- 1. Urban
- 2. Mountains
- 3. Rural, Non-Farm
- 4. Rural, Farm

015 Region you spent the majority of your childhood?
- 0. NR
- 1. Northwest
- 2. New England
- 3. West
- 4. East
- 5. Southwest
- 6. South
- 7. Midwest
- 8. Outside USA

016 Your income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

017 Spouse's income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

018 Occupations
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

019 Unemployed
0.
1. Yes
2. No

020 How long have you worked in present occupation?
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 yars
4. 10 years+
5. NA

021 Past occupation?
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

022 How long did you work in that position
- 0. NR
- 1. Less than a year
- 2. 1 to 3 years
- 3. 4 to 9 years
- 4. 10 years+
- 5. NA

023 Work father did?
- 0. NR
- 1. Did not work
- 2. Professional/Managerial/Technical
- 3. Sales
- 4. Skilled craft or trade
- 5. Operative
- 6. Kept house
- 7. Clerical
- 8. Service worker
- 9. Farm worker or non-farm laborer

024 Work Mother did?
- 0. NR
- 1. Did not work
- 2. Professional/Managerial/Technical
- 3. Sales
- 4. Skilled craft or trade
- 5. Operative
- 6. Kept house
- 7. Clerical
- 8. Service worker
- 9. Farm worker or non-farm laborer

025 - 035 Which of the following elements most influenced you to work in your present occupation? (Rank in order of most influential: 1 = Most Influential)

025 The money (044)
- 0. NR
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

026 My mother did it (045)
- 0. NR
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

027 More opportunity (046)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

028 I like this kind of work (047)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

029 My father did it (048)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

030 I don't know (049)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

031 My school counselor suggested I might do well in it (050)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

032 It was expected of me by my family and/or friends (051)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

033 It was the only thing I felt I could do (052)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

034 When I was a child I dreamed of doing this kind of work (053)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

Check as many of the different types of training situations listed below which you received and which were related to your present occupation. Check = Yes; Blank = No

035 None (054)
1. Yes
2. No

036 A college class (055)
1. Yes
2. No

037 What my father taught me (056)
1. Yes
2. No

038 What I learned in high school (057)
1. Yes
2. No

039 What my mother taught me (058)
1. Yes
2. No

040 A union apprenticeship program (059)
1. Yes
2. No

041 Non-union employer gave me on-the-job training (060)
1. Yes
2. No

042 The military (061)
1. Yes
2. No

043 A government training program (CETA, WIN, etc.) (062)
1. Yes
2. No

044 Adult education (063)
1. Yes
2. No

045 Other (064)
1. Yes
2. No

Which of the following characteristics did you possess as a child? Check = Yes; Blank = No

046 Played sports (181)
1. Yes
2. No

047 Helped my father fix things around the house (182)
1. Yes
2. No

048 Was generally a tomboy (183)
1. Yes
2. No

049 Participated in Girl Scouts (184)
1. Yes
2. No

050 Always preferred the outdoors (185)
1. Yes
2. No

051 Went camping in the woods (186)
1. Yes
2. No

052 Played games indoors (187)
1. Yes
2. No

053 Played house (188)
1. Yes
2. No

054 None of the above (189)
1. Yes
2. No

055 Other (190)
1. Yes
2. No

056 Should women pursue non-traditional work as you have defined it? (350)
0. No
1. Yes
2. No
3. Unsure

What would be the single most important reason for you to change jobs? (Rank in order of most important: 1 = Most Important)

057 Better physical working conditions (191)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

058 Better benefits (192)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

059 More money (193)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

060 More opportunity for advancement (194)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

061 More people to supervise (195)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

062 Co-workers easier to work with (196)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

063 Better supervisors(197)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

064 Geographical location (198)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

065 Spouse moving (199)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

066 Other(200)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

067 If you were considering changing jobs, which field would you like most to get into? (201)
0. NR
1. Laborer/Operative
2. Medical
3. Skilled Crafts
4. Clerical
5. Service Worker
6. Technician
7. Professional/Managerial
8. Sales
9. Other

068 The new women's movement has responded to _____ of your concerns as a woman (202)
0. Nr
1. All
2. Most
3. Some
4. Very few
5. None

069 Are you satisfied with your job? (203)
0. NR
1. Very Satisfied
2. Somewhat Satisfied
3. Uncertain
4. Somewhat dissatisfied
5. Very dissatisfied

070 Would you like to do non-traditional work (i.e. auto mechanics, logger) (Please check only one) (043)
0. NR
1. Very Desirable
2. Desirable
3. Undecided
4. Undesirable
5. Very Undesirable

071 If a non-traditional job were the only job available, would you take it? (204)
0. NR
1. Yes
2. No

072 How many hours did you spend last week doing house work? (Check one) (028)
0. NR
1. 1-3
2. 4-6
3. 7-9
4. 10-12
5. 13-15
6. 16-18
7. 19-21
8. 22-30
9. 30+

073 The new women's movement has responded to _____ needs of minority women (205)
0. NR
1. All
2. Most
3. Some
4. Very Few
5. None

To what extent do you agree or disagree with the following statements? (Please put the appropriate letter in the space provided by each question

074 Women who work neglect fundamental duty to home and children? (027)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

075 The vast majority of women who work don't have to? (026)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

076 No reason men should offer his seat (029)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

077 Regardless of sex, equal work deserves equal pay? (031)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

078 Women should be free to ask men to go on dates (032)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

079 Not enough money is being spent on vocational education? (033)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

080 Because of their physical make-up women should stay out of construction trades? (034)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

081 Women more likely to be absent or quit than men? (035)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

082 As ridiculous for women to drive bulldozers as it is for men to darn socks (039)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

083 Women who work on cars are not very feminine (040)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

084 Too much money spent on vocational education for women? (025)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

085 Women who want or work at non-traditional jobs are unfeminine? (037)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

086 Girls participating in competitive programs develop masculine mannerisms? (036)
0. NR
1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

087 Intense competition builds self-respect in girls (038)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

088 Men should be allowed into skilled trade apprenticeship programs before women. (206)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

089 It is okay for men to help you with your job. (207)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

090 I believe it is worse for a woman to swear than a man. (041)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

091 Girls who participate in competitive sports develop masculine body structures (042)
0. NR
1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

Which of the following problem(s) represents obstacle(s) which prevent you from getting a better job or getting ahead in your present job?

092 Burden of the job combined with the family (208)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

093 I lack the self-confidence to get ahead on my job (209)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

094 Job is too difficult for me (210)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

095 Job is physically tiring (211)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

096 Need child care (212)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

097 Children are too young for my peace of mind (213)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

098 Would like more help at home (214)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

099 Job doesn't pay enough (215)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

100 I would like to quit work, but can't afford to (216)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

101 No chance to train for a better job (217)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

102 No time to further my education (218)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

103 Sexual harassment (219)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

108 Entry level pay (224)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

109 Hours (225)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

110 Opportunity to make more money the longer you work (226)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

111 Your amount of education (227)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

112 Your own skill level (228)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

113 Your self-confidence (229)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

114 Your personality (230)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

115 Your lack of education (231)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

116 Personality of the people with whom you are working (232)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

117 The sex of your co-workers (233)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

118 What other people think (234)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

119 What others expected you to do (235)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

NON-WORKING WOMEN QUESTIONNAIRE

1. When was the last time you held a paid job? (ESTIMATE IN MOS.)

_____

2. Was it:

A. _____ Full-Time B. _____ Part-Time C. _____ NA

3. Have you ever done any volunteer work?

A. _____ Yes B. _____ No

If so, what kind?_____

4. How many hours did you spend last week doing housework?_____hrs.

5. Have you looked for work in the last 28 days?

A. _____ Yes B. _____ No

6. If yes, Where? (RANK ACCORDING TO MOST OFTEN USED: 1 = Most OFTEN USED)

A. _____ Newspapers or Magazine

B. _____ EDD

C. _____ Family or Friends

D. _____ Federal, State or Local Personnel Office

E. _____ Employment Training Programs

F. _____ Community-Based Organizations

G. _____ Private Employers

H. _____ Private Employment Agencies

I. _____ Other, Please Specify _____

7. If you have not looked for work, why not? (PLEASE CHECK THOSE REASONS THAT APPLY)

A. _____ Health Problems

B. _____ Husband Doesn't Want Me to Work

C. _____ Think Can't Get Job

D. _____ Can't Get Job You Like

E. _____ Think Have No Skills

F. _____ Transportation Problem

G. _____ Don't Want to Work

H. _____ Child Care Problems

I. _____ Other, Please Specify_____

J. _____ Does Not Apply

8. Are you receiving Public Assistance?

A. _____ Yes B. _____ No

If yes, what kind? (CHECK ONE)

A. _____ General Assistance

B. _____ AFDC

C. _____ Foodstamps

D. _____ Medical

E. _____ Social Security

F. _____ General Assistance, Foodstamps, Medical

G. _____ AFDC, Foodstamps, Medical

H. _____ Foodstamps, Medical, Social Security

I. _____ Foodstamps, Medical

J. _____ NA

For how many months have you been receiving P.A.?_____ months.

9. If you are <u>not</u> receiving Public Assistance now, but have received it in the past, how long has it been since you've received it? _____months.

10. For how many months did you receive P.A.? _____ months.

11. Are you (or have you been) involved in the WIN program?

A. _____ Yes, I am C. _____ No

B. _____ Yes, I was D. _____ NA

12. Are you (or were you) satisfied with the training you received under WIN?

A. _____ Yes, I Am
B. _____ Yes, I Was
C. _____ No
D. _____ NA

13. Have you been involved in any vocational training or skills development programs other than WIN?

A. _____Yes B. _____ No C. _____NA

14. If yes, which programs?

A. _____ Private School Training Programs
B. _____ Adult Education
C. _____ Community Agency Employment & Training Programs
D. _____ Union Apprenticeship Programs
E. _____ Community College Courses
F. _____ Other, please specify_____

15. In what area(s) were you trained in under WIN?

first _____ second _____ (see below)

A. Clerical
B. Construction Work
C. Cosmetology
D. Nurse's/Teacher's Aide
E. Janitorial
F. Food Services (ex. watress, hostess)
G. Retail Sales
H. Auto Body/Mechanic
I. Other Skilled Trades
J. Other_____

16. If you received vocational counseling, from whom did you receive it? _____

A. School Counselor
B. WIN Counselor
C. School Teachers
D. Friends or Family
E. Training Program Counselor
F. Employment Counselor
G. Never Received Any
H. Other _____

17. How would you define a non-traditional job?

18. Do you think women should pursue non-traditional work as you have defined it?

A. _____ Yes
B. _____ No
C. _____ Unsure
D. _____ I Don't Really Care

19. Do you think that women who really want or who work at non-traditional jobs are unfeminine?

A. _____ Yes
B. _____ No
C. _____ Undecided

20. What kind of training programs would interest you most? (RANK ONLY 5: 1 = MOST INTERESTING)

A. _____ Clerical
B. _____ Carpenter
C. _____ Cosmetology
D. _____ Nurse's/Teacher's Aide
E. _____ College/Advanced Education
F. _____ Food Services (ex. waitress & hostess)
G. _____ Electrician

20 continued

H. _____ Medical Office Assistant

I. _____ Welding

J. _____ Plumber

K. _____ Retail Sales

L. _____ Landscaping

M. _____ Bank Teller

N. _____ Logging (timber)

O. _____ Dental Hygienist

P. _____ None

21. Most construction jobs pay the starting apprentice about $6.00 an hour, while the beginning clerical or retail sales worker may start at approximately $3.25. However, a person in construction must endure varying weather conditions, hard, heavy and occasionally, dangerous work; dirty, noisy working conditions; and in some occupations, regular periods of unemployment. With this in mind, would you rather work in a non-traditional occupation (1) _____ OR, in a clerical or retail sales position (2) _____ _____? (Mark an X next to appropriate number)

22. What factor(s) would be most important in deciding whether or not you would consider non-traditional work? (RANK ACCORDING TO MOST IMPORTANT: 1 = MOST IMPORTANT)

A. _____ I Am Not Interested In N-T-J

B. _____ The Money

C. _____ I Like to Work Outside

D. _____ The Challenge

E. _____ Traditional Work too Boring

F. _____ I Like Working With My Hands

(continued on next page)

22 continued

G. _____ Opportunity for Advancement

H. _____ Other _____

23. Would you like to do non-traditional work (i.e. auto mechanics, logger, butcher, repair person)? (PLEASE CHECK ONLY ONE)

A. _____ Very Desirable
B. _____ Desirable
C. _____ Undecided
D. _____ Undesirable
E. _____ Very Undesirable

24. If you are not interested in non-traditional work, what factor(s) are important in that decision? (RATE IN ORDER OF MOST IMPORTANT: 1 = MOST IMPORTANT)

A. _____ Work too Hard
B. _____ Work too Dirty
C. _____ Work too Noisy
D. _____ Work too Heavy
E. _____ I Don't Like Working Outdoors
F. _____ I Don't Like Climbing Ladders
G. _____ Other, please specify

_____

25. Assuming you must work, which of the following would you prefer to do:

Would you prefer to:
A. _____ sit behind a desk in an office or
B. _____ make that desk in a shop?

Would you prefer to:
A. _____ type a letter or
B. _____ fix a broken typewriter?

Would you prefer to:
A. _____ keep a company's books or
B. _____ make a book?

Would you prefer to:
A. _____ install phones in houses and offices or
B. _____ answer them in a law office:

Would you prefer to:
A. _____ sell clothes or
B. _____ install and repair washing machines?

Would you prefer to:
A. _____ help a teacher in a classroom or
B. _____ help keep the heating and air-conditioning systems working in that school?

26. Which of these problems would have to be remedied before you would work? (RANK ORDER ONLY THOSE PROBLEMS THAT KEEP YOU FROM WORKING: 1 = MOST IMPORTANT)

A. _____ Burden of a Job Combined with Family Duties

B. _____ Job Is Too Tiring

C. _____ Husband or Boyfriend Does Not Want Me to Work

D. _____ Family and/or Friends would disapprove

E. _____ Need Child Care

F. _____ Working Hours Not Flexible Enough

G. _____ Transportation Problems

H. _____ Lack a Saleable Job Skill

I. _____ Can Not Find a Job I Really Like

J. _____ Sexual Harassment (physical and verbal) On The Job

K. _____ Loss of Public Assistance Benefits

L. _____ Need to Make More than $4.00/hr.

M. _____ Discrimination Because of Sex

27. Which of the following factors would influence you most in the decision to accept a job? (PLEASE RANK IN ORDER OF MOST INFLUENTIAL: 1 = MOST INFLUENTIAL)

A. _____ Type of Job

B. _____ Conditions of Work

C. _____ Entry Level Pay

D. _____ Work Hours

E. _____ Opportunity to Make More Money the Longer You Work

F. _____ Your Skill Level

G. _____ Your Self-Confidence

H. _____ Your Personality

I. _____ Your Amount of Education

J. _____ Your Lack of Education

K. _____ The Personality of the People You Have to Work With

(continued on next page)

27 continued

L. _____ The Sex of Your Co-Workers

M. _____ What Significant Other People Think

N. _____ What Significant Others Expected You To Do

1. Sex

   A. _____ Male

   B. _____ Female

2. Marital Status

   A. _____ Single

   B. _____ Married

   C. _____ Divorced

   D. _____ Widow(er)

   E. _____ Married, Spouse Absent

   F. _____ Legally Separated

3. If divorced or separated, do you receive any support from spouse?

   A. _____ Yes C. _____ NA

   B. _____ No

4. Is it enough for you to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

5. If Widowed, do you receive enough support to live on?

   A. _____ Yes C. _____ NA

   B. _____ No

6. Are you a head of household?

   A. _____ Yes

   B. _____ No

7. Number of children? _____

8. How old are your children?

A. _____ Some Under 6

B. _____ All Under 6

C. _____ None Under 6

D. _____ NA

9. Your Race?

A. _____ Afro-American (Black)

B. _____ Anglo-American (Caucasion)

C. _____ Asian-American (Oriental, Filipino, etc.)

D. _____ Mexican-American (Chicano)

E. _____ Other Hispanics (Latino, Cuban, etc.)

F. _____ Native American (Indian)

G. _____ Pacific Islanders (Hawaiian, Samoan, etc.)

H. _____ Others_____

10. What is your age? _____

11. Education:

A. _____ Less than 12 Years

B. _____ High School Graduate

C. _____ GED

D. _____ 1 to 2 Years of College

E. _____ 3 to 4 Years of College

F. _____ College Graduate

G. _____ Post-Graduate

12. In which type of area did you spend the majority of your childhood (until 15 years old)?

A. _____ Urban
C. _____ Rural, Non-Farm
B. _____ Mountains
D. _____ Rural, Farm

13. In what region of the country did you spend the majority of your childhood (until 15 years old)?

A. _____ Northwest
E. _____ Southwest
B. _____ New England
F. _____ South
C. _____ West
G. _____ Midwest
D. _____ East
H. _____ Outside U.S.A.

14. Please write in your own yearly income to the nearest $1,000.00. _____

15. Please write in your spouse's own yearly income to the nearest $1,000.00. _____

16. What is your present occupation? (explain below)
(if unemployed, please check _____)

17. How long have you worked at your present occupation?

A. _____ Less than a Year
C. _____ 4 to 9 Years
B. _____ 1 to 3 Years
D. _____ 10 Years+

18. What was your most recent past occupation: (explain below)

19. How long did you work in the position described above?

A. _____ Less than a Year
C. _____ 4 to 9 Years
B. _____ 1 to 3 Years
D. _____ 10 Years+

20. What kind of work did your father do?

A. _____ Did Not Work

B. _____ Professional?Managerial?Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Worker (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

21. What kind of work did your mother do?

A. _____ Did Not Work

B. _____ Professional/Managerial/Technical (teacher, nurse, owned own business, engineer, TV repair, etc.)

C. _____ Sales (retail, wholesale, other)

D. _____ Skilled Craft or Trade: Type _____

E. _____ Operative (factory worker)

F. _____ Kept House

G. _____ Clerical

H. _____ Service Workers (health care, household, waiter, etc.)

I. _____ Farm Worker or Non-Farm Laborer

CODE BOOK - NON-WORKING WOMEN

001 ID number
three digits

002 Section
one digits

003 Sex
0. N/R
1. Male
2. Female

004 Marital Status
0. N/R
1. Single
2. Married
3. Divorced
4. Widow(er)
5. Married, Spouse Absent
6. Legally, Separated

005 If divorced or separted do you receive any support from spouse
0. NR
1. Yes
2. No
3. N/A

006 Is it enough to live on?
0. NR
1. Yes
2. No
3. NA

007 If widowed do you receive enough support to live on
0. NR
1. Yes
2. No
3. N/A

008 Are you a head of household?
0. NR
1. Yes
2. No

009 Number of children?
0. NR
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6+
7. NA

010 How old are your children?
0. NR
1. Some under 6
2. All under 6
3. None under 6
4. NA

011 Race
0. NR
1. Afro-American
2. Anglo-American
3. Asian-American
4. Mexican-American
5. Other Hispanics
6. Native-Americans
7. Pacific Americans
8. Other

012 Age
0. NR
1. 16-20
2. 21-25
3. 26-30
4. 31-35
5. 36-40
6. 41-45
7. 46-50
8. 51-55
9. 55+

013 Education
0. NR
1. Less than 12 years
2. High School graduate
3. GED
4. 1 to 2 years of college
5. 3 to 4 years of college
6. college graduate
7. Post-graduate

014 Area spent majority of your childhood?
0. NR
1. Urban
2. Mountains
3. Rural, Non-Farm
4. Rural, Farm

015 Region you spent the majority of your childhood?
0. NR
1. Northwest
2. New England
3. West
4. East
5. Southwest
6. South
7. Midwest
8. Outside USA

016 Your income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

017 Spouse's income?
0. NR
1. 0 - $2,999
2. $3,000 - $5,999
3. $6,000 - $8,999
4. $9,000 - $11,999
5. 12,000 - $14,999
6. $15,000 - $17,999
7. $18,000 - $20,999
8. $21,000 - 24,999
9. 25,000+

018 Occupations
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

019 Unemployed
0.
1. Yes
2. No

020 How long have you worked in present occupation?
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 yars
4. 10 years+
5. NA

021 Past occupation?
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

022 How long did you work in that position
0. NR
1. Less than a year
2. 1 to 3 years
3. 4 to 9 years
4. 10 years+
5. NA

023 Work father did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

024 Work Mother did?
0. NR
1. Did not work
2. Professional/Managerial/Technical
3. Sales
4. Skilled craft or trade
5. Operative
6. Kept house
7. Clerical
8. Service worker
9. Farm worker or non-farm laborer

025 When was the last time you held a paid job (mos.)? (065)
0. NR
1. 0 - 3
2. 4 - 7
3. 8 - 11
4. 12 - 15
5. 16 - 19
6. 20 - 23
7. 24 - 27
8. 28+
9. Never

026 Was it? (066)
0. NR
1. Full-time
2. Part-time
3. NA

027 Have you ever done any volunteer work (067)?
0. NR
1. Yes
2. No

028 How many hours spent doing housework last week (028)?
0. NR
1. 1 -3
2. 7 - 9
3. 4 - 6
4. 10 - 12
5. 13 - 15
6. 16 - 18
7. 19 - 21
8. 22 - 30
9. 30+

029 Have you looked for work in the last 28 days? (068)
0. NR
1. Yes
2. No

If (1) answered to 029, where?

030 Newspapers or Magazines (069)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

031 EDD (070)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

032 Family or friends (071)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

033 Federal, state or local personnel office (072)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

034 Employment training programs (073)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

035 Community based organizations (074)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

036 Private employers (075)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

037 Private employment agencies (076)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

038 Other (077)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9. .

If you have not looked for work, why not?

039 Health problems (078)
1. Yes
2. No

040 Husband doesn't want me to work (079)
1. Yes
2. No

041 Think can't get job (080)
1. Yes
2. No

042 Can't get job you like (349)
1. Yes
2. No

043 Think have no skills (081)
1. Yes
2. No

044 Transportation problem (082)
1. Yes
2. No

045 Don't want to work (083)
1. Yes
2. No

046 Child care problems (084)
1. Yes
2. No

047 Other (085)
1. Yes
2. No

048 Does not apply (086)
1. Yes
2. No

049 Are you receiving Public Assistance (087)
0. NR
1. Yes
2. No

050 If yes, what kind (088)
0. NA
1. General assistance
2. AFDC
3. Foodstamps
4. Medical
5. Social Security
6. General Assistance, Foodstamps, Medical
7. AFDC, Foodstamps, Medical
8. Foodstamps, Medical, Social Security
9. Foodstamps, Medical

051 For how many months have you been receiving Public Assistance? (089)
0. NR
1. 0 - 6
2. 7 - 13
3. 14 - 20
4. 21 - 27
5. 28 - 34
6. 35 and over
7. NA

052 If you are not receiving Public Assistance now, but have received it in the past, how long has it been since you've received it? (mos.) (090)
0. NR
1. 0 - 6
2. 7 - 13
3. 14 - 20
4. 21 - 27
5. 28 - 34
6. 35 and over
7. NA

053 For how many months did you receive Public Assistance? (091)
0. NR
1. 0 - 6
2. 7 - 13
3. 14 - 20
4. 21 - 27
5. 28 - 34
6. 35 and over
7. NA

054 Are you (or have you been) involved in the WIN program? (092)
0. NR
1. Yes, I am
2. Yes, I was
3. No
4. NA

055 Are you (or were you) satisfied with the training you receive under WIN? (093)
0. NR
1. Yes, I am
2. Yes, I was
3. No
4. NA

056 Have you involved in any vocational training or skills development programs other than WIN? (094)
0. NR
1. Yes
2. No
3. NA

If yes, which programs?

057 Private school training programs (095)
1. Yes
2. No

058 Adult education (096)
1. Yes
2. No

059 Community agency employment and training programs (097)
1. Yes
2. No

060 Union apprenticeship programs (098)
1. Yes
2. No

061 Community college classes (099)
1. Yes
2. No

062 Other (100)
1. Yes
2. No

In what areas were you trained under WIN?

063 Primary training (101)
0. NA
1. Clerical
2. Cosmetology
3. Nurse's/Teacher's Aide
4. Janitorial
5. Food Service
6. Retail Sales
7. Auto Body/Mechanics
8. Other Skilled Trades
9. Other

064 Secondary areas trained under WIN? (102)
0. NA
1. Clerical
2. Cosmetology
3. Nurse's/Teacher's Aide
4. Janitorial
5. Food Service
6. Retail Sales
7. Auto Body/Mechanic
8. Other Skilled Trades
9. Other

065 If you received vocational counseling, from whom did you receive it? (103)
0. NA
1. School Counselor
2. WIN Counselor
3. School Teacher
4. Friends or Family
5. Training program counselor
6. Employment Counselor
7. Never received any
8. Other

066 Do you think women should pursue non-traditional work as you have defined it? (350)
0. NR
1. Yes
2. No
3. Unsure
4. Don't Care

067 Do you think women who really want or who work at non-traditional-jobs are unfeminine? (104)
0. NR
1. Yes
2. No
3. Undecided

What kinds of training programs would interest you most?

068 Clerical (105)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

069 Carpenter (106)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

070 Cosmetology (107)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

07' Nurse's/Teacher's Aide (108)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

072 College/Advanced Education (109)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

073 Food Service (110)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

074 Eletrician (111)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

075 Medical Office Assistant (112)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

076 Welding (113)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

077 Plumber (114)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

078 Retail Sales (115)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

079 Landscaping (116)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

080 Bank Teller (117)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

081 Logging (118)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

082 Dental Hygienist (119)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

083 None (120)
0. NR
1. Checked

084 Most construction jobs pay the... (121)
0. NR
1. Non-traditional jobs
2. Clerical or Retail Sales

Factors most important in deciding whether or not you would consider non-traditional work?

085 I am not interested in non-traditional jobs (122)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

086 The money (123)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

087 I like to work outside (124)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

088 The challenge (125)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

089 Traditional work too boring (126)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

090 I like working with my hands (127)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

091 Opportunity for advancement (128)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

092 Other
1.
2.
3.
4.
5.
6.
7.
8.
9.

093 Would like to do non-traditional work? (043)
0. NR
1. Very Desirable
2. Desireable
3. Undesireable
4. Very Undesireable

If you are not interested in non-traditional work, what factors are important in that decision?

094 Work too hard (129)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

095 Work too dirty (130)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

096 Work too noisy (131)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

097 Work too heavy (132)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

098 I don't like working outdoors (133)
0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

099 I don't like climbing ladders (134)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

100 Other (135)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

Assuming you must work, which of the following would you prefer to do:

101 Would you prefer to: (136)
0. NR
1. Sit behind a desk in an office
2. Make that desk in a shop

102 Would you prefer to: (137)
0. NR
1. Type a letter
2. Fix a broken typewriter

103 Would you prefer to: (138)
0. NR
1. Keep a company's books
2. Make the books

104 Would you prefer to: (139)
0. NR
1. Install phones in houses and offices
2. Answer them in a law office

105 Would you prefer to: (140)
0. NR
1. Sell clothes
2. Install and repair washing machines

106 Would you prefer to: (141)
0. NR
1. Help a teacher in a classroom
2. Help keep heating and air-conditioning system working in that school

Which of these problems would have to be remedied before you would work?

107 Burden of a job combined with family duties (142)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

108 Job is too tiring (143)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

109 Husband or boyfriend does not want me to work (144)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

110 Family and/or friends would disapprove (145)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

111 Need child care (146)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

112 Working hours not flexible enough (147)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

113 Transportation problems (148)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

114 Lack of saleable job skill (149)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

115 Can not find a job I really like (150)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

116 Sexual harassment (physical and verbal) on the job (151)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

117 Loss of public assistance benefits (152)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

118 Need to make more than $4.00/hr. (153)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

119 Discrimination because of sex (154)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

Which of the following factors would influence you most in the decision to accept a job?

120 Type of job (155)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

121 Conditions of work (156)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

122 Entry level pay (157)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

123 Work hours (158)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

124 Opportunity to make more money the longer you work (159)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

125 Your skill level (160)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

126 Your self-confidence (161)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

127 Your personality (162)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

DO NOT TRIM THIS PAGE

128 Your amount of education (163)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

129 Your lack of education (164)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

130 The personality of the people you have to work with (165)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

131 The sex of your co-workers (166)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

132 What significant other people think (167)
0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.

133 What significant others expect of you (168)

0. NR
1.
2.
3.
4.
5.
6.
7.
8.
9.